DOCUMENT RESUME

ED 025 389

RE 001 516

General Improvement of Reading Instruction, Grades 1-12, Teacher Training Program of Title III, P.L. 89-10. Evaluation of Second Phase of Program, Summer 1968.

Brookland-Cayce Schools, Cayce-West Columbia, N.C.

Pub Date 68

Note-83p.

EDRS Price MF-$0.50 HC-$4.25

Descriptors-Content Reading, Elementary Grades, *Inservice Programs, *Inservice Teacher Education, Phonics, Reading Diagnosis, *Reading Instruction, Secondary Grades, Teacher Evaluation, *Teacher Improvement

An evaluation of the second phase of a projected 3-year Title III inservice reading instruction program for teaching personnel is presented after one and one-half years of operation in 16 Cayce-West Columbia, South Carolina, schools. Included is an evaluation prepared by each of the 11 elementary supervisors which includes objectives and how they were met, general weaknesses of the instructional program, specific weaknesses in teachers, improvements in the program and the teachers, needs for further improvement, and innovations used in the program classes. Teacher pretesting and post-testing scores include those from I. E. Aaron's Test of Phonics Principles, Phonetic Principles (University of South Carolina Reading Clinic), and Brookland-Cayce Schools' Teacher Training Phonics Test. Results of the Individual Reading Inventory and Phonics Inventory administered to each child are presented. Evaluations by each of the five secondary supervisors of reading, English, science, social studies, and mathematics and by the librarian and audiovisual coordinator are also included. (CM)

General Improvement of Reading Instruction, Grades 1 – 12

Brookland-Cayce Schools

Evaluation
1968

ED025389

ED 01 516

GENERAL IMPROVEMENT OF READING INSTRUCTION, GRADES 1 - 12

TEACHER TRAINING PROGRAM OF TITLE III, P. L. 89 - 10

EVALUATION OF SECOND PHASE OF PROGRAM, SUMMER 1968

PROJECT NUMBER 67 - 03156 - 0

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BROOKLAND - CAYCE SCHOOLS
LEXINGTON COUNTY DISTRICT # 2
CAYCE - WEST COLUMBIA, SOUTH CAROLINA

ED025389

PREFACE

The following statements are made as explanation of the format and contents of this evaluation.

The first volume of evaluation was prepared and submitted after the first phase of the projected three year program was completed, summer 1967.

The contents of this volume show a different approach which seems to be a more comprehensive evaluative measurement.

Included is an evaluation prepared by each of the eleven elementary supervisors. This was in relation to the program as a whole and in specific relation to the program as it was carried on in the individual schools to which the supervisors were assigned.

In addition there is an evaluation by each of the five secondary supervisors of reading, English, science, social studies and mathematics. These are presented respective to the above mentioned content areas.

The Librarian Audio-Visual Coordinator's evaluative summary is also presented.

As coordinator of this evaluative structure and as close reviewer of its contents, I feel that this is a quantitative and qualitative summary in relation to how the objectives of this project were fulfilled and verifies the rationale for which it was intended. The revealing of both strengths and weaknesses make for a more accurate picture of the program. This seems a necessity if it is to serve well one of its purposes as a model or exemplary project.

In every respect in relation to all that the project attempted to do, I sincerely feel that we have accomplished far more and have seen better results than was ever anticipated by those of us who planned and submitted this project.

This is a midpoint of one and one half years of the operation of this projected three year program. The intensive summer sessions of training for ninety-three participants, representatives of the district's sixteen schools, enables them to carry on the in-service sessions during the regular school term.

The success of this training has evidenced itself in improving instructional practices of teachers grades 1 - 12 in teaching the communication skills basic to success of reading ability. We are indeed grateful for having been granted this program which provided an opportunity for local teacher training that hitherto had not been possible within the district.

Mary F. Newman
Mary F. Newman
Director

EVALUATION BY SUPERVISOR

Name of School: Congaree Elementary School

Supervisor: Dayne S. Pilkington

Number of Teachers in Training: 4

Number of Students Enrolled: 67

Type of Pre-testing Instruments Used for Teachers:

Dr. Aaron's Test of Phonics Principles
Phonetic Principles, University of South Carolina Reading Clinic

Pre-testing Results: 1. 34 errors
2. 39 errors

Type of Post-testing Instruments Used for Teachers:

Dr. Aaron's Test of Phonics Principles
Brookland-Cayce Schools' Teacher Training Phonics Test

Post-testing Results: 1. 13 errors
2. 5 errors

Describe Methods of Inventory of Students' Needs at Beginning of Session.

The Informal Reading Inventory was administered individually to each student enrolled in the reading program.

The Phonics Inventory was administered in a group situation.

Pre-testing Results: 1. Class # 1 451 errors
2. Class # 2 446 errors
3. Class # 3 187 errors
4. Class # 4 292 errors

Describe Methods of Check of Progress at Close of Session:

The Phonics Inventory was administered.

Post-testing Results: 1. Class # 1 345 errors
2. Class # 2 326 errors
3. Class # 3 110 errors
4. Class # 4 157 errors

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

1. Developing in the children a wholesome attitude toward reading resulting from a multitude of satisfying experiences with reading.
2. Determining the specific needs of each child as well as the particular tools to be used in meeting those needs.

3. Recognizing that the child's development in reading is closely associated with his development in other language arts
4. The necessity of providing varied instruction and flexible requirements as a means of making adequate adjustments to the widely different reading needs of the pupils
5. Our responsibility in making special provisions for supplying the reading needs of pupils with extreme reading disability; those whose needs cannot be met through a strong developmental program
6. The need for frequent evaluation of the students as well as the program and for such revisions as will strengthen the weaknesses discovered
7. A good knowledge of phonetic principles
8. Good parent-teacher relationship

Tell How You Carried Out These Objectives:

1. Professional consultants
2. Outside reading assignments
3. Group discussions of reading assignments
4. Reviews of professional books and booklets
5. Introduction of new audio-visual materials
6. Demonstration of how to make visual aids
7. Discussion and demonstration on the tape recorders' uses and teacher made tapes
8. Parent-teacher conferences
9. Studying all errors made by teachers on the phonics test and reviewing the phonetic principles in which they showed the greatest weakness

Describe General Weaknesses of the Instructional Program and Need for Improvement in Techniques of Instruction.

1. Instruction not correctly adjusted to the level and learning rate of the child
2. The use of isolated drill material
3. Lecture method used too much and not enough pupil participation
4. Failure to build up students' self-esteem
5. Students not given an adequate background to perform the reading task set in content area
6. Failure to make reading a zestful and an enjoyable experience
7. Reluctance to try anything other than the basal reader
8. Failure to use a variety of evaluation tools, such as Informal Reading Inventory, to ascertain the students' proper reading level and to determine their strengths and weaknesses
9. We all tend to teach the book rather than the child
10. The need of adequate guidance of reading in all the various aspects of a broad program of instruction: basic instruction in reading, reading in the content fields, literature, and recreational reading

Describe Evidence of General Improvement:

1. The use of more audio-visual materials and reading labs.
2. More teacher made materials in use
3. Special provisions are made for retarded and seriously handicapped readers

4. After in-service training the value of testing to determine the functional reading levels of students was realized by a majority. Now each student has a Reading Skills Check List in their permanent record folder and their proper instructional, independent and frustration level indicated
5. Independent reading to satisfy interests and curiosities of pupils is encouraged
6. A variety of materials is used to meet the individual needs of the students

Areas in Which There is Further Need of Improvement:

1. To make the instruction fit the individual
2. Better meet the needs of the culturally different child
3. The importance of the child's self-concept

Specific Weaknesses Noted of Teachers Which You Considered as a Need for Improvement:

1. Inadequate Phonetic understandings
2. Reluctance to use materials other than basal reader
3. Lack of confidence in their ability to administer the Informal Reading Inventory and failure to see its' value as tool of evaluation
4. Failure to meet students' psychological needs

Describe Improvement Shown by Teachers and How This was Brought About:

1. Decided improvement was shown in phonetic understandings which can be seen by comparing the pre-testing errors, (34) and post testing errors (13), on Dr. Aaron's test. Each teacher error was reviewed and the phonetic principles which applied were studied.
2. Many audio-visual aids, a variety of reading materials, reading labs, games, library books, etc. were used by each teacher to meet the individual needs of the students'. Teachers all expressed their anticipation in the use of these materials in their regular classrooms this fall. Student participation and enjoyment was a great factor in changing teacher attitudes in this area of weakness.
3. The teachers "learned by doing". They felt at ease in administering the IRI at the end of the testing program and are anxious to use it at the beginning of the regular school year.
4. Dr. Berg's lecture on the importance of the child's self-concept in learning to read was an inspiration to all of us. We also read several articles dealing with this and discussed it. All expressedtheir failure in this respect and made this one of their main objectives during this summer program.

Specific Needs for Further Improvement:

To meet the psychological needs of all students in their classes each year

Describe Some Different Strategies, Innovations or Activities Used in the Program in your School: (next page)

1. Portable tape recorders were used for oral language experience and language development, to learn likes and dislikes of students and something about their background.
2. Imperial Primary Reading tapes. This program consists of 40 pre-recorded tapes, pupil response booklets for each tape and a teacher's manual. It was used to build reading abilities in all areas from readiness through study skills. It was used at times with the entire class and also in small groups in conjunction with earphones. It was used to help provide a variety of instruction, make an enjoyable learning experience for the student and reinforce concepts.
3. Phonics in a Nutshell. A thorough, brief phonics program utilizing both auditory and visual senses through the use of records and filmstrips. It is designed to meet the following four-fold need:

   a. To provide a complete phonics foundation for primary children
   b. To provide the basis of a remedial reading program for all ages
   c. To provide a quick summary course for teachers without phonics training
   d. To provide an orientation experience for parents to promote better understanding of the phonetic reading method
4. Learning the Alphabet and It's Sounds With Amos and His Friends. A program utilizing auditory and visual senses in teaching children letters and sounds. A song and poem are provided for each sound and are to be learned by the children. Tapes, eye-catching pictures, duplicating material and a teachers guide are included in this set. It proved to be a unique and pleasurable learning experience for the children and they can relax and have fun in the learning process. Word games are also provided for each sound.
5. Learning the Consonant Blends With Amos and His Friends. This is a sequel to the above described material.
6. The Magic Road of Sounds. Before using this the children must have a basic sight word vocabulary. It contains stories, picture charts, listening exercises for ear training, and tapes.
7. Individualized reading

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can Be a Carry-Over and Can Be Reflected in the Improvement of This District's Instructional Program:

1. I believe the majority of teachers that have participated in the program will carry back to their respective schools and fellow teachers their enthusiasm for and ideas gathered in this program.
2. It makes in-service training a continuing factor in the reading program.
3. It has provided us with a wide variety of excellent materials to use in the classroom that the schools could not have provided.
4. It has allowed subject-matter teachers to teach the reading skills pertinent to their own subject.
5. We have been made aware of new approaches or methods in the teaching of reading.

EVALUATION SUMMARY

Although the primary task of this summer reading program has been to work with teachers, it has spread the concept that all members of the school system, administrators, principals, etc., are working toward an improvement in reading instruction and helping each child move ever closer to his own reading potential. It has been balanced and therefore concerned with all aspects of reading. At any given level the program has shown us how we, as teachers of reading are part of a well-worked-out, larger reading program extending through all the elementary and secondary school grades.

It has been an enjoyable learning experience for me. The choice of consultants was excellent and their scheduling was more effective this year. The interest of the administrators was an incentive to us all to do out very best.

Without the continuous cooperation of Mrs. Virgie Hite, my principal, I could never have carried out the teacher training program in my school.

The director of Title III, Mrs. Mary F. Newman, planned the program in a most commendable manner. Her supervisory assistance, encouragement, and ideas were of substantial help to me as I worked toward the improvement of reading instruction.

Another strong point of the program this year was allowing each supervisor to select and buy her materials for the program. It made me more careful in my evaluation of the many reading aids and programs of instruction available now.

In future planning, as part of in-service training, I would like to see this program work with the administrators in making it possible for teachers to be relieved of classroom duties so that they may observe classroom situations other than their own.

By participating in the program as supervisor, I learned more than the teachers under my supervision.

I am looking forward, with a great deal of enthusiasm, to using many new materials and techniques in my classroom this fall made possible by this program.

EVALUATION BY SUPERVISOR

Name of School: Saluda River Elementary

Supervisor: Olga H. Cothran

Number of Teachers in Training: 4

Number of Students Enrolled: 79

Type of Pre-testing Instruments Used for Teachers:

Test of Phonetic Principles - Dr. Aaron, University of Georgia
Phonetic Principles - University of South Carolina Reading Clinic

Pre-testing Results: Dr. Aaron's - Possible errors - 300
Actual errors - 51

Phonetic Principles - Possible errors - 230
Actual errors - 40

Type of Post Testing Instruments Used for Teachers:

1. Dr. Aaron's Test of Phonetic Principles
2. Brookland-Cayce Schools' Teacher Training Phonics Test
3. Phonetic Principles, University of South Carolina Reading Clinic

Post Testing Results:

1. Dr. Aaron's Test of Phonetic Principles - Actual errors - 26
2. Phonetic Principles - USC Reading Clinic - Actual errors - 0
3. Brookland-Cayce Schools' Teacher Training Phonics Test - Possible errors 100
Actual errors - 4

Describe Methods of Inventory of Students' Needs at Beginning of Session:

Phonics Inventory - test given to ascertain students needs in phonics.
Individual Reading Inventory - Mimeographed test used to help place children at the correct reading level.

Pre-testing Results: Phonics Inventory - Number of errors 1511
Results of individual reading inventories are recorded in the student folders.

Describe Methods of Check of Progress at Close of Session: Phonics Inventory

Post Testing Results: Phonics Inventory - Number of errors - 943

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

My objectives were:
(1) to develop an awareness of the necessity of thorough preparation
(2) to help teachers see the necessity of proper sequence in teaching decoding - and to have this in their own minds at all times
(3) to develop the idea of frequent testing and reteaching in order to meet short term goals
(4) to develop awareness of importance of self concept both in relation to reading and in relation to behavior
(5) to broaden interest in trying new methods and materials

Tell How You Carried Out These Objectives:

These objectives were carried out by frequent discussions within the group and by use of short individual conferences. Most of the teachers were already making good preparation for their classes, so we needed only reminders on this objective. They were also given as much time as possible in their classrooms for this preparation. We talked at length about the development of proper sequence in decoding since the teacher should have this in mind in order to present any material effectively and to leave a thorough foundation for the next level of learning.

The self concept objective was stated clearly by Dr. Millie Cowles in her orientation sessions. We tried to capitalize on her statements by discussion and by using student aides who needed a boost in self concept.

The goal of broadening interest in new methods and materials was met by giving these enthusiastic teachers the new materials and the opportunity to use them.

Describe General Weaknesses of the Instructional Program and Need for Improvement in Techniques of Instruction:

1. Lack of a general plan or sequence for teaching reading: I believe that many teachers follow the quidebook but have not made a general overview of the book to see the overall plan for teaching. I do not believe that all teachers understand the need for step by step teaching.
2. Many need to improve techniques for blending of words: They know how to teach specific sounds but they are unable to get children to blend these sounds into words.
3. There is a tendency to use tests mainly for grading rather than for reteaching.
4. There is a lack of variety in seatwork activities.

Describe Evidence of General Improvement:

The summer school teachers were able to understand the need for a general plan for reading. They used this to a degree in the short summer session and seemed more interested in developing an overview for the normal school year.

They were also able to improve in teaching the children to blend words together.

The teachers became more unwilling to put too much faith in the results of one group test during the summer. They began to recognize some of the dangers of testing.

The summer school teachers showed growth in helping the children develop good self concepts. This was evidenced by the attitudes of most of the children in the program and by the attitudes of our student aides. They also stated that they had learned new ways to provide seatwork for their classrooms.

Areas in Which There is Further Need for Improvement:

Most of the general weaknesses stated above will continue to need improvement, especially among those teachers who did not participate in the summer session.

Specific Weaknesses Noted of Teachers Which You Considered as a Need for Improvement:

1. Using phonics as a skill unrelated to reading. We feel that a child should have some knowledge of why a vowel is long or short. Being able to mark them just because they sound long or short is a useless sort of task. We teach phonics only to unlock words, not as an end in itself.
2. Continuing to teach a lesson after most of the class has lost interest in the material: We do not change our materials often enough and therefore cause some discipline problems due to boredom.
3. Teachers are not aware of importance of voice modulation - either allowing the voice to become overly loud and stident - or too soft to be heard at the back of the room.
4. Some of our teachers point out weaknesses to parents in reports but fail to make any recommendations for ways to help overcome these weaknesses.

Describe Improvement Shown by Teachers and How This Was Brought About:

The teachers were asked to discuss the reasons for using phonics. After this discussion, they became more aware of the real purpose and their daily lessons showed this awareness. They helped the children understand the reasons for the vowel sounds and did not stress just hearing the sound during word attack practices.

After a discussion on the problems of boredom in the classroom, the teachers made an effort to change activities more often. They also improved in keeping the voice in control.

Reports were returned to the teachers for recommendations to the parents in those cases in which no recommendations had been made.

Specific Needs for Further Improvement:

While all of the teachers improved in these areas, there will always be room for growth in our ways of teaching phonics and in methods of classroom motivation and variations.

Describe Some Different Strategies, Innovations or Activities Used in the Program in Your School:

1. We used student aides in our program. We tried to choose children who had suffered a blow to their self-concept due to an unfortunate reading experience. We feel they gained by this and the teachers were enthusiastic about the help that these aides provided.
2. Sets of paperback books were bought. They were tape recorded by the teachers to be used for readiness. They were also used for remedial readers for listening and for average and enrichment readers for pleasure and oral expression.
3. The language experience approach was used for the first time as was the individualized reading program.
4. Use of machine aides in the classroom was stressed. Tape recorders, overhead projectors, and commercial tapes were tried on an experimental basis.
5. Some children used the tape recorder for oral reading activities in order to improve oral skills.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can Be a Carry-Over and Can Be Reflected in the Improvement of This District's Instructional Program:

1. The student aide program could be put into practice during the regular sessions if there is thorough planning.
2. Teachers of the summer sessions can be asked to demonstrate materials and new methods that they used during the summer during the regular in-service meetings.
3. Some of the orientation speakers (particularly Dr. Millie Cowles) could be used during in-service training or pre-school conference.
4. Grade level meetings on the district basis would be of more value to the teacher than some of the sessions of the past. Ideas from such meetings could be briefly outlined and mimeographed for use in the schools.

EVALUATION SUMMARY

I felt the summer reading program was quite helpful to all of us who were involved in it. The overall plan seemed very good and there was little confusion evident in the daily organization. The speakers for the orientation sessions were interesting and informative. Two statements of Dr. Millie Cowles seemed especially important to me and I feel they should be stressed to all of our teachers each year. They were: (1) "Self concept has a higher correllation to reading than intelligence."(2)"All behavior is to maintain the evaluation of self." I believe that these two statements could help us guide children to better reading and to a healthier self-concept.

Parental comments in our school have all been quite good - indicating that the children have improved not only in skills but in their desire to read. Since there were no dropouts due to indifference, we felt that motivation was high in our classrooms.

Recommendations for the coming year would include a more complete briefing of teachers about the role of the supervisor. I felt that they should understand why the supervisor has to observe and that some evaluation will be made of their work.

A possible increase of fifteen minutes in classroom time would be helpful in most cases. This would allow more time for innovative teaching. Due to the extreme heat, I do not believe we should keep the children too much longer.

In summary, I have virtually no criticisms to make. The program was of great benefit to me as a teacher. Even though I was not in the classroom, I learned much from the experience. By observing, I became aware of new techniques and also of many of my own teaching "sins". By ordering materials, I became aware of the wealth of tools available to us as teachers (and also aware of some of the problems of administration). By supervising, I was made aware of my own limitations and of the needs of others in the profession. By listening to outside speakers, my own vistas were broadened and even when I disagreed with some statements, I was forced to re-evaluate my own position. By the evaluation session, I gained knowledge of many new ideas. When I come back to teaching, I believe I can have a better understanding of children, a more refined technique of teaching, and a broader view of the whole profession due to this experience.

EVALUATION BY SUPERVISOR

Name of School: Springdale Elementary

Supervisor: Clara S. Harley

Number of Teachers in Training: 4

Number of Students Enrolled: 77

Type of Pre-testing Instruments Used for Teachers:

Phonic's test by Ira E. Aaron

Pre-testing Results: A total of 31 errors were made at pre-testing.

Type of Post Testing Instruments Used for Teachers:

Dr. Aaron's test was given again. Also the Brookland-Cayce Teacher Training Phonic Test was given.

Post Testing Results: On Dr. Aaron's test only 9 errors were made at this time. Only four errors were made on the Brookland-Cayce Teacher Training Phonics Test.

Describe Methods of Inventory of Students' Needs at Beginning of Sesiion:

The Botel Phonics test was given and the results were charted for each member of the class. From this teachers found it easy to group according to specific needs.

The Buck's County word list was used to determine the vocabulary needs of each child.

An informal reading inventory was given to determine the oral reading and comprehension level. In the fourth, fifth and sixth grades a silent reading inventory was given.

Pre-testing Results:

The teachers discovered that a large number of children were rated at too high a reading level in their records from the past school year. This was determined by the individual reading inventory and the phonics test. The testing at the Group I level revealed that a number of the children had not mastered the alphabet. On pretesting we found:

Group I made 679 errors
Group II made 458 errors
Group III made 350 errors
Group IV made 297 errors

Describe Methods of Check of Progress at Close of Session:

The Botel phonics test was given again at the close of the session.

Post Testing Results:
Group I made 472 errors
Group II made 314 errors
Group III made 220 errors
Group IV made 143 errors

List Your Objective in Relation to Work and Training of Teachers Under Your Supervision:

1. To get all teachers to understand that reading must be taught in all subjects
2. To give practice in the use of many teaching aids that quite often have not been utilized in our school
3. To get teachers to understand that you can teach all children if we can relate to their problems and supply their individual needs.
4. To understand the importance of lesson plans and the value of well prepared lessons.

Tell How You Carried Out These Objectives:

1. In conference we compared the reading grade level with the pupils' progress in other subjects and found a high correlation between success in reading and success in other areas. I had purchased a study skills laboratory for science and social studies on grade levels three through six. The teachers noted that as the children became interested in reading their interest in these subjects increased. It was necessary, however, to teach the vocabulary and new word meanings in each of these areas in order to maintain the pupils interest in that particular subject.
2. The principal helped me to secure a mounted screen, an overhead projector, a tape recorder, a filmstrip projector, a listening center for each classroom. We also set up a controlled reader in three rooms and we secured a language master to be used intermittently by the four teachers. Extra screens were made available to be used as needed. I worked with each teacher individually on making plans to suit the appropriate teacher aid to group needs. This enabled her. to direct their own instruction while she gave all her attention to one group at a time.
3. Each teacher was asked to study the folder of each child, prior to the first day of school, in order that she might be able to get an idea about the child's problems and become somewhat acquainted with her class prior to meeting them.

   As the program progressed they were able to observe a change in the attitudes of the children who here-to-fore had disliked school. This came about because of the informal reading inventory that had helped teachers place children in groups where they could experience success.
4. By spending a great deal of time in our lesson planning sessions, discussing what was working best and making our plans change according to the interest and needs of each child in the group, we were able to observe a big change in pupil attitude and response.

Describe General Weaknesses of Teachers or Need for Improvement in Techniques of Instruction at Beginning of Training:

1. The need to realize that all children can not learn by the same method
2. Did not use new materials and aids that were available in our school
3. The feeling that they did not have the time to teach the child who was below grade level
4. Lack of class preparation
5. Some teachers had not seen the value of using the teacher's manual

Describe Evidence of General Improvement at End of Summer Session of Training:

In our conference it was brought out that the teachers were very surprised at what the children that worked below grade level could do. They had found that attitudes had changed when motivated and given work that was interesting and not too difficult. The teacher's themselves seemed to reach a high level of motivation as they saw change take place in their classroom. By the end of the program all the teachers recognized the value of the teacher's manual.

Areas in Which There is Further Need of Improvement:

More need for excellent planning and flexible grouping.

Specific Weaknesses Noted of Teachers Which You Considered as a Need for Improvement:

1. Planning and preparation for class material in advance
2. The motivation to use the many materials that were available

Describe Improvement Shown by Teachers and How This was Brought About:

They observed in their own classroom how much easier it was to keep children motivated when a lot of pre-planning had taken place and in our meetings we discussed ways of doing the same type of things in their regular classrooms this fall. Each teacher made daily plans as well as weekly plans. The weekly plans were modified each day as the need arose. The supervisor reviewed and discussed each one's plans and any problems that arose to see if both teacher and supervisor could arrive at a solution. Teacher and supervisor then discussed the outcome of these plans.

Specific Needs for Further Improvement:

We still have room for further improvement in pre-planning and flexible grouping.

Describe Some Different Strategies, Innovations or Activities Used in the Program in Your School:

The Speeded Listening Tapes, by Educational Development Laboratories, were used to improve listening skills and comprehension and to establish independent work and study habits.

We used the controlled reader with small groups and were very impressed with the reading rate increase, especially with slower children who were working individually to increase their own speed. This was new to all the students and provided a wonderful challenge for them.

We used different materials and approaches during the summer program. We used a basal reader approach for two lower groups, but we switched from Scott Foresman to the Ginn basal readers. This was a new series for both teachers and pupils.

For the enrichment group we used a varity of materials and helped each child learn how to keep a record of his progress and to advance as fast as he was able. This seemed to be a challenge for this group.

We used records and stories to try to develop the abilities to formulate hypotheses and then to communicate the results. We found much help in Ginn (Can You Imagine and Invitations to Thinking and Doing). All groups worked with these ideas on creative thinking.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can Be a Carry-Over and Can Be Reflected in the Improvement of This District's Instructional Program:

I think each of the four teachers in this summer program will go back into her classroom with a new outlook and more determined than ever to teach every child in her room no matter where he is in reading. We plan to bring up several things at our teachers' meetings in our school and share many of the things we have learned this summer. We'll give demonstrations of the many ways teachers can improve teaching through the use of many different approaches. We hope to influence the policies established for our particular school.

EVALUATION SUMMARY

The week of training prior to going into the classroom has been hailed as one of the highlights of the program. Each of the four leaders for each session had been well-chosen to give us help in special areas that most of the supervisors felt needed concentration. The teacher response was very enthusiastic. The opportunity for each supervisor to work either in groups or with individual teachers as the need arose helped to keep the program running smoothly all the way through.

More time for planning made it possible for both teachers and supervisor to plan a program that would be more benificial to both teachers and pupils. This created an atmosphere without tension throughout the program.

Without the splendid help and cooperation afforded the supervisors by their principals they could never have had such a successful summer. The parent conference helped the teachers realize how much more understanding of children is possible if we can talk directly with the parents. At our school only 12 parents out 77 failed to show up for a conference. The teachers were surprised at the interest shown.

The supervisors gained much from visiting other programs in the district. I hope we can provide time for more of this type of activity next year. It

To me this has been a well-thought-out and well planned program.

EVALUATION BY SUPERVISOR

Name of School: Lakeview Elementary

Supervisor: D. B. Williams

Number of Teachers in Training: 4

Number of students Enrolled: 41

Type of Pre-Testing Instruments Used for Teachers:

Test of Phonics Principles
Dr. Aarin's Test

Pre-testing Results:	Dr. Aaron's Test	143 errors
	Test of Phonics Principles	150 errors

Type of Post Testing Instruments Used for Teachers:

Dr. Aaron's Test
Brookland-Cayce Teacher Training Phonics Test

Post Testing Results: Dr. Aaron's Test- 56 errors
Brookland-Cayce Teacher Training Phonics Test-15 errors

Describe Methods of Inventory of Students' Needs at Beginning of Session.

The informal reading inventory was used to find the instructional reading level of each child.

The phonics inventory was used to find weaknesses in phonetic skills.

Pre-testing Results:	Class #1	30 errors
	Class #2	45 errors
	Class #3	50 errors
	Class #4	60 errors

Describe Methods of Check of Progress at Close of Session.

The phonics test was given to find gain or regression in phonetic skills.

Post Testing Results:	Class # 1	15 errors
	Class # 2	20 errors
	Class # 3	30 errors
	Class # 4	25 errors

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

OBJECTIVES: To provide teachers with the necessary information and materials to help them become more confident in teaching reading.

To help teachers become more familiar with the innovations in the field of reading by experimenting with different approaches.

Tell How You Carried Out These Objectives:

Several professional books were purchased under the Title III program in order to set up a professional library in the school. This will help to enrich the backgrounds of teachers in the field of reading.

Teachers were shown special films on reading and classroom procedures which were provided by the State Department of Education (Audio-Visual Aids Department).

Sessions were held everyday so that teachers could discuss problems and methods of solving them.

Describe General Weaknesses of Teachers or Need for Improvement in Techniques of Instruction at Beginning of Training:

A general weakness of the instructional program was a problem in grouping children according to reading ability.

Describe Evidence of General Improvement at End of Summer Session of Training.

After a considerable amount of time had been spent on how to group children properly, teachers were able to work very well in grouping children.

Areas in Which There is Further Need of Improvement:

Teachers are still weak in the use of audio-visual aids.

Specific Weaknesses Noted of Teachers which you Considered as a Need for Improvement:

Teachers were weak in phonetic principles and the use of audio-visual aids.

Describe Improvement Shown by Teachers and How This was Brought About:

Each teacher showed a gain in phonetic principles at the end of the session. Sessions were held with teachers and supervisor for the purpose of going through the show - how operations of teaching phonics. They demonstrated these methods in their classrooms.

Specific Needs for Further Improvement:

There is a need for improvement in the area of audio-visual education. Teachers tend to fear the use of new machines.

Describe Some Different Strategies, Innovations or Activities Used in the Program in Your School:

1. We used the experience approach in the form of a storybook.
2. An enrichment program was provided through the use of films from the State Department of Education. These films were shown to the children because they were unable to see them when they played at the theaters. None of the children were familiar with the stories before viewing the films. Some of the films shown were:

   Rumplestiltskin
   Rapunzel
   Puss and Boots
   Treasure Island
3. The children took field trips to the Science Museum and the St. Andrews Public Library. As a follow-up, the children and teacher made experience charts and shared ideas.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can Be a Carry-Over and Can Be Reflected in the Improvement of This District's Instructional Program:

1. The program can be a carry-over by the teachers putting into practice what they have learned.
2. In-service training throughout the school year will benefit all teachers in the district with valuable information which will help them in teaching.

EVALUATION SUMMARY

The summer reading program was an excellent way of improving teacher competency.

It provided the teachers and students with remarkable experiences, which they might not have gained otherwise.

Teachers were able to work with some of the best materials available in the field of reading.

If possible a course or some sessions in grammar and speech should be included for all teachers. This will keep the ones who really need it from being offended. Every teacher must master oral and written language if she is going to set an example for the children.

EVALUATION BY SUPERVISOR

Name of School: George I. Pair

Supervisor: Gertrude S. Shealy

Number of Teachers in Training: 4

Number of Students Enrolled: 76

Type of Pre-testing Instruments Used for Teachers:

Phonetic Principles, University of South Carolina Reading Clinic

Pre-testing Results: Number of errors - 27

Type of Post Testing Instruments Used for Teachers:

Phonetic Principles, University of South Carolina Reading Clinic
Brookland-Cayce Teacher Training Phonics Test

Post Testing Results: Number of errors - 1
Brookland-Cayce Schools' Teacher Training Phonics Test - Number of errors - 8

Describe Methods of Inventory of Students' Needs at Beginning of Session:

I. Informal individual tests were given to meet the needs of each student to determine his
    A. Frustration level
    B. Instructional level
    C. Independent level
II. Phonics tests given

Pre-testing Results: Levels, as above, were established for each child.

Baker -	18 tested	232 errors
Catoe -	16 tested	180 errors
Costner -	27 tested	336 errors
Richardson -	13 tested	126 errors
	67	874

Describe Methods of Check of Progress at Close of Session:

Phonics test
Improvement in attitude
Improvement in self-concept
General feeling of a clearer purpose for reading
Psychological needs were met to a favorable degree

Post Testing Results:

Baker	-	19	186 errors
Catoe	-	16	126 errors
Costner	-	12	131 errors
Richardson	-	18	86 errors
		65	529

List Your Objective in Relation to Work and Training of Teachers Under Your Supervision:

1. To establish a purposeful goal searching process in reading
2. To use new approaches to reading
3. To familiarize teachers with proper and additional uses of equipment provided by the school
4. Use of innovative methods
5. To promote a better understanding of phonetic principles in relationship to reading, writing and speaking

Tell How You Carried Out These Objectives:

1. Acceptance by the teachers that the learning process in reading could and should continue indefinitely
2. Through the use of new materials
3. Much use made of audio-visual equipment and materials
4. Student helpers were taught to set up and operate audio-visual equipment. Experimentation with video taping of teaching processes
5. Study of phonics by teachers through the use of materials from various publishers in meetings with the supervisor.

Describe General Weaknesses of the Instructional Program of School and Steps Taken This Summer to Improve This:

Lack of a remedial reading teacher for each school
Inadequate audio-visual equipment

Describe Evidence of General Improvement at End of Summer Session of Training:

- Purchase of audio-visual equipment this summer by the PTA.
- Materials purchased for the summer reading program may be used in the regular school session
- Additional teacher training in the teaching of reading.
- Enrichment in reading for pupils attending
- Availability of psychologist
- Availability of speech therapist

Areas in Which There is Further Need of Improvement:

District needs a director of testing with a staff to aid schools.

Specific Weaknesses Noted of Teachers Which You Considered as a Need for Improvement:

Teachers were extremely enthusiastic about the program throughout the session. Nevertheless, some weaknesses were:

1. Lack of adequate training in phonetic skills
2. Failure to use test results for the reteaching of skills missed
3. Better showmanship could have been used

Describe Improvement Shown by Teachers and How This was Brought About:

1. Better qualified in reading through this experience
2. Better preparation brought about by the use of many activities
3. Learned the importance of creating attractive and effective bulletin boards, as well as attractive rooms throughout
4. Weaknesses were discussed in making use of evaluative measures

Specific Needs For Further Improvement:

A wider reading range of professional periodicals is needed to enhance professional growth.

Describe Some Different Strategies, Innovations or Activities Used in the Program in Your School:

Building up the metabolism through food
Use of the encouragement process
Video taping of program
Using student helpers
Delegating leadership responsibilities
Utilizing team teaching
Role playing

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can Be a Carry-Over and Can Be Reflected in the Improvement of This District's Instructional Program:

In-service training
Sharing of materials
Sharing of innovative approaches to reading by all participating schools

EVALUATION SUMMARY

The summer's reading program has been of inestimable value to both pupils and teachers. The great interest shown by the administrative staff encouraged the teachers and the supervisors to operate at a higher level of efficiency.

All of the participating personnel seem to have grown professionally. Most of the children appeared to have gained a genuine interest in reading, partly due to a more child-centered approach, and also, partly due to the lack of a grading system.

Much interest was evidenced from the parents as shown by many favorable comments received and from a high level of cooperation.

This summer has been a great success, adding statue to teachers and to pupils.

EVALUATION BY SUPERVISOR

Name of School: Cayce Grammar

Supervisor: Imogene Austell

Number of Teachers in Training: 4

Number of Students Enrolled: 61

Type of Pre-testing Instruments Used for Teachers:

Phonic Principles, University of South Carolina Reading Clinic

Pre-testing Results: The errors per teacher on the pre-test were:

Teacher #1	0
Teacher #2	3.5
Teacher #3	6.0
Teacher #4	7.5
Teacher #5	15.5
Total errors this group:	32.5

Type of Post Testing Instruments Used for Teachers:

Phonic Principles, University of South Carolina Reading Clinic
Brookland-Cayce Schools' Teacher Training Phonics Test

Post Testing Results: The errors per teacher on the "Phonic Principles" post test were:

Teacher #1	0
Teacher #2	0
Teacher #3	1.5
Teacher #4	0
Teacher #5	4.0
Total errors this group:	5.5

The errors per teacher on the "Brookland-Cayce Schools' Teacher Training Phonics Test" were:

Teacher #1	1.0
Teacher #2	1.0
Teacher #3	0
Teacher #4	0
Teacher #5	5.0
Total errors this group:	7.0

Describe Methods of Inventory of Students' Needs at Beginning of Session.

To assess the pupils' levels the following tests were given at the beginning of the session:
(1) Informal Reading Inventory
(2) Botel's Phonics Inventory, Form A
(3) An Interest Inventory was used in the upper grades

Pre-testing Results: Refer to the chart on the following page.

Describe Methods of Check of Progress at Close of Session.

At the close of the session, Botel's "Phonics Inventory" test was re-administered.

Post Testing Results: Refer to the chart on the following page.

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision.

The objectives in relation to work and training of teachers under my supervision were:

(1) to teach the giving of the Informal Reading Inventory
(2) to teach proper grouping according to pupils' reading readiness
(3) show teachers how to keep all pupils in all reading groups constructively occupied at once
(4) be aware of the importance of studying cumulative records, tests, test results and the teachers' guide
(5) learn to make lesson plans
(6) class time scheduling
(7) how to keep a reading folder
(8) how to operate all teaching aids
(9) practice good psychology in the classroom - employ teaching methods in the classroom to build the pupils' self concept
(10) use the school library to best advantage
(11) build teachers' phonics foundations
(12) how to give parent conferences

Tell How You Carried Out These Objectives:

Training of teachers was generally carried out in workshop type sessions where practical experience was gained by the teachers.

The teachers observed demonstrations by qualified consultants, operated the equipment under supervision and took practical tests.

Parent - teacher conferences were held in the last week of the session.

Number of Errors on Pre-Testing

Grade Level	Pupils Tested	Consonants	Consonant Blends	Consonant Digraphs	Rhyming Words	Long, Short Vowels	Other Vowel Sounds	Number of Syllables	Accented Syllables	Total per Grade Level
Beginning Second 2A	16	88	206	65	32	115	omitted	46	33	585
Beginning Second 2B	14	75	169	29	22	omitted	omitted	30	66	405
Beginning Third	12	6	35	13	5	18	45	42	74	238
Beginning Fourth	7	21	21	9	0	5	23	6	35	120
Beginning Fifth	6	3	4	8	0	6	12	4	20	57
Beginning Sixth	8	7	21	10	0	12	13	5	23	91

TOTAL 1,496

Number of Errors on Post Testing

Grade Level	Pupils Tested	Consonants	Consonant Blends	Consonant Digraphs	Rhyming Words	Long, Short Vowels	Other Vowel Sounds	Number of Syllables	Accented Syllables	Total per Grade Level
Beginning Second 2A	12	20	73	26	9	30	omitted	10	25	193
Beginning Second 2B	14	56	135	22	23	41	omitted	23	38	338
Beginning Third	10	27	46	13	2	19	19	14	60	200
Beginning Fourth	5	25	16	12	0	1	3	1	20	78
Beginning Fifth	4	2	2	6	0	2	9	12	15	48
Beginning Sixth	8	2	9	11	0	8	24	6	21	81

TOTAL 938

Describe General Weaknesses of the Instructional Program and Need for Improvement in Techniques of Instruction.

Generally there was a lack of training in the early part of the program in good organizing techniques.

There was a lack of familiarity with the newer teaching aids.

The teaching personnel exhibited varying degrees of weakness in their understanding of workable phonics.

Describe Evidence of General Improvement:

The instructors were highly motivated throughout the program in the direction of self improvement.

It was observed toward the end of the program that most of the objectives listed herein before were achieved.

Areas in Which There is Further Need of Improvement:

Further improvement is needed in getting teachers to use new materials, teaching aids, and employing teaching methods that are known to be good, but which are sometimes more time consuming than less effective methods. More up-to-date professional books are needed.

Specific Weaknesses Noted of Teachers which you Considered as a Need for Improvement:

The specific weaknesses initially observed were:

Poor understanding of phonics principles, organizing groups, and use of some of the new audio-visual aids: Examples - One teacher had never used a "dry-copier". Two teachers were weak in phonics.

Describe Improvement Shown by Teachers and How This was Brought About:

Tests results showed a considerable improvement in understanding phonics by these teachers. This imporvement was brought about by planned phonics lessons in workshop sessions. In other workshop sessions classroom organization and psychology were discussed.

Reference material was also studied. Much improvement in class organization by the teachers was noted.

Specific Needs For Further Improvement:

The use of good classroom psychology seemed to be greeted with considerable controversy. More information and discussion appear to be needed in this important field.

Describe Some Different Strategies, Innovations or Activities Used in The Program in your School:

Some strategies imployed in this school program were:

Summaries of the week's work, where each pupil was able to show to the group some special work that he had prepared for their benefit, were used to encourage pupils' creativity and self concept.

Dramatization was used to improve the self confidence of the pupils.

Some innovations and activities consisted of recording dramatizations on video tapes and audio tapes. The pupils were pleased to bear themselves on the tape recorder and to see themselves on television.

Listening stations were used to allow better grouping and independent work by the various groups, allowing the teacher greater freedom.

Give Ways in which you think the Summer Sessions of this Teacher Training Program can be a carry-over and can be reflected in the Improvement of this District's Instructional Program:

The teacher training program employing lecturers and workshop training proved to be very beneficial this session and therefore it appears that it will mean improvement in teaching quality generally as more teachers are able to participate in future sessions of this type.

EVALUATION SUMMARY

The strengths of this summer program were:

1. Better budgeting
2. Independent selection of materials by each supervisor
3. Good scheduling and allotment of time
4. Availability of interesting, well-qualified lecturers and consultants
5. Small classes
6. High morale and enthusiasm of all personnel
7. Good planning and organization of the program

The weaknesses of this summer program were:

1. Some school facilities were not readily available to the program
2. Principals of schools should be actively involved in the program
3. Inadequate electrical system in school for support of audio-visual aids used (system frequently piled - fire hazard)

EVALUATION BY SUPERVISOR

Name of School: Brookland Grammar School

Supervisor: Doris C. Woods

Number of Teachers in Training: 4

Number of Students Enrolled: 45

Type of Pre-testing Instruments Used for Teachers:

Phonetic Principles, University of South Carolina Reading Clinic

Pre-Testing Results: Number of errors - 32

Type of Post Testing Instruments Used for Teachers:

Phonetic Principles, University of South Carolina Reading Clinic
Brookland-Cayce Teacher Training Phonics Test

Post Testing Results: Errors - 0, Brookland-Cayce Teacher Training Phonics Test - Number of errors - 7

Describe Methods of Inventory of Students' Needs at Beginning of Session.

Informal reading tests were given to determine: frustration, instructional and independent levels.

Pre-testing Results: Phonics test - 45 children made 672 errors

Describe Methods of Check of Progress at Close of Session.

Phonics test - Improvement in attitude, self-concept, and reading goal.

Post Testing Results: Phonics re-testing - All children except 5 made very commendable improvement.

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

OBJECTIVES

To have teachers become familiar with: Reading lab - SRA
Pacesetter books
A basic reader new to them

To have teachers discover and correct their weaknesses in phonetic skills
To have teachers improve in showmanship
To have them upgrade their techniques

Tell How You Carried Out These Objectives:

Efforts to achieve these objectives took these forms. Intensive study of manuals in connection with SRA Lab, Random House Pacesetters, and the Economy

Series; phonetic tests - retesting; study of Word Attack by Roberts and rules supporting Aaron teacher test in phonics; Phonics In a Nutshell; films; professional books; teacher - supervisor discussions; workshops with book company representatives; televising; and teacher or supervisor-made materials.

Describe General Weaknesses of Teachers or Need for Improvement in Techniques of Instruction at Beginning of Training.

Film presentation is not planned and motivated properly.
Phonetic knowledge can be improved.
Professional books and magazines are not used to maximum possibility.
There is room for improvement in the use of Audio-visual equipment and other aids.
Knowledge of additional basic reading series is greatly needed.

Describe Evidence of General Improvement at End of Summer Session of Training.

Test results showed major improvement in the phonics area.

Teachers compared Economy basic series with the one they were currently using in regular term.

There was evidence of greater use of books and magazines.

There was more evidence of lesson planning and efforts to make reading fun through games, bulletin boards, choral reading, etc.

Areas in Which There is Further Need of Improvement:

Phonetics - All areas to some degree

Specific Weaknesses Noted of Teachers which you Considered as a Need for Improvement: Phonetic knowledge on the part of some
Lack of teaching experience on the part of some
Attitude on the part of some

Describe Improvement Shown by Teachers and How This was Brought About:
Study of manuals for basic series and Word Attack by Roberts
Teacher-supervisor discussions resulted in changed attitudes to some degree
Phonetic retesting showed better results in this field

Specific Needs for Further Improvement: Phonetics

Describe Some Different Strategies, Innovations or Activities Used in the Program in Your School:

I. Both pupils and pupets were used in role play

II. Bulletin boards
    A. A good book line (for reading center) - Pupils made book covers of books read containing short sketch of book content were fastened to bright yarn string with tiny colored clothes pins
    B. Our reading goals - Balloons labeled with goals
    C. Daisies Do Tell - Daisies with folded petals. Letters on petals complete a word with the syllable in center of daisy.

III. Pupil Participation in morning opening

IV. Games - Wordo, Feeding the Rooster, etc.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can Be a Carry-Over and Can Be Reflected in the Improvement of This District's Instructional Program:

In-service and faculty sessions based on the summer program will promote carry-over into the regular school session. Teacher to teacher communication will be one of the strongest media.

When teachers who did not participate in the program note the preparedness of those who did and see the facility with which they manipulate machines and utilize new naterials, they will be unhappy with their concept of self and will desire to change their self image.

Certainly a very concrete carry-over will be all the wonderful material made available to the Brookland-Cayce Schools through Title III.

EVALUATION SUMMARY

Do you think we need improvement in instruction in the Brookland-Cayce Schools? Of course you do! Then, you should have been one of the teachers working in the 1968 Title III Summer Program.

In it was found a near perfect situation for the teacher who was truly interested in improving her own techniques of instruction. There were almost innumerable new teaching devices to explore, master, and utilize.

The small classroom group made for ideal application of all machines, devices, and innovations. Non-grading and time allowed for "tomorrow's preparation" prevented undue home strain which sometimes results in lack of enthusiasm in the classroom during regular school terms. Time at the beginning of each day's schedule to get the rooms and materials in readiness for the children also helped to keep teaching time free from undue frustrations.

Consultants were of high renown in the education field and inspired us to strive for worthy goals. They gave us innovative, workable ideas and demonstrations. Some of them, at least, worked good for regular session in-service. Then, all teachers in the system could benefit from a privilege that was ours as participants in the Title III program.

With approximately five teachers from each school taking part, it is a certainty that the entire faculty will be permeated to a great degree by the enthusiasm of the five when they show and demonstrate new materials and techniques. The wonderful materials, so many and varied, made possible by TitleIII, will infinitely benefit both teachers and pupils.

Our efficient and understanding director was a constant source of inspiration for all. Association with her ranked high in supervisors' lists of benefits. All this and salary, too? Undelievable - but true!

EVALUATION BY SUPERVISORS

Name of School: Ida A. Bull

Supervisor: Sarah B. Kozma

Number of Teachers in Training: 4

Number of Students Enrolled: 73

Type of Pre-testing Instruments Used for Teachers:

Dr. Aaron's Phonics Test, University of Georgia Reading Clinic
Test of Phonics Principles, University of South Carolina Reading Clinic

Pre-testing Results:

Dr. Aaron's Phonics Test, 4 teachers, 240 possible errors, 119 errors in all
Test of Phonics Principles, 4 teachers, 184 possible errors, 96 errors in all

Type of Post Testing Instruments Used for Teachers:

Dr. Aaron's Phonics Test
Brookland Cayce Schools' Teacher Training Phonics Test

Post Testing Results:

Dr. Aaron's Phonics Test, 4 teachers, 240 possible errors, 75 errors in all
Brookland Cayce Schools' Teacher Training Phonics Test, 5 teachers, 100 possible errors, 35 errors in all

Describe Methods of Inventory of Student's Needs at Beginning of Session.

Individual Reading Inventory was administered to each student.
Phonics Inventory was administered to each student.

Pre-testing Results: Reading Inventory: Reading materials were given to each student on the instructional level indicated by the inventory.

Phonics Inventory:

Class 1	291 pre-test errors
Class 2	227 pre-test errors
Class 3	456 pre-test errors
Class 4	474 pre-test errors

Describe Methods of Check of Progress at Close of Session.

Phonics Inventory was given to each student.

Post Testing Results: Phonics Inventory

Class 1	265 post test errors
Class 2	72 post test errors
Class 3	189 post test errors
Class 4	114 post test errors

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

My objectives were:

1. To help teachers to become familiar with administering reading and phonics inventories
2. To get them to use their teacher's guides more effectively
3. To get them to prepare materials which meet definite needs
4. To help them learn to plan so that groups not with the teacher are meaningfully occupied
5. To help them become more effective in providing for individual differences
6. To help them to establish short and long ranged goals for the teaching of reading skills
7. To get them to use teach, test, reteach techniques
8. To get them to do some sort of experiment in communication skills
9. To get them to have a number of interest centers in their classrooms
10. To get them to plan reading lessons in greater detail so that they have a clear purpose for what they are attempting to teach
11. To help them to understand that the self-concept is of more importance than intelligence. To help them develop techniques to build better self concepts for the students with whom they work.

Tell How You Carried Out These Objectives:

I carried out these objectives by:

1. Discussions
2. Demonstrations in supervisors' sessions and in classrooms
3. Individual conferences with teachers
4. Getting each teacher to do a special experiment
5. Hearing a speaker
6. Getting them to read professional books and articles
7. Handouts on various subjects
8. Having materials available

Describe General Weaknesses of the Instructional Program or Need for Improvement in Techniques of Instruction:

The general weaknesses were:

1. Lack of teacher preparation for daily classwork
2. Use of too much unrelated duplicated material
3. Children in classes unoccupied or with material which is unsuitable
4. Not enough meaningful activities
5. Some teachers not making adequate use of planning time

Describe Evidence of General Improvement:

The evidence of general improvement was in:

1. Better preparation
2. Wider variety of activities going on in classroom
3. No duplicated seatwork without preparation and meaning
4. More concrete and audio-visual materials
5. More children meaningfully occupied with work at their own level

Areas in Which There is Further Need for Improvement:

1. Wasting of planning time(a problem for a few)
2. Preparation better, but still often without clear purpose behind it
3. Not getting the full attention of the students before proceeding with an activity

Specific Weaknesses Noted of Teachers Which You Considered as a Need for Improvement:

1. Poor attitude toward trying anything new. This was not a general problem.
2. Talking too loudly when teaching a reading group
3. Running around to other rooms talking in the morning when the room needed attention before the children came
4. Lessons were planned as they were going on
5. Ignoring boredom as a cause of poor discipline
6. Use of such seatwork devices as coloring book pages instead of planning activities which went along with the lesson being taught
7. Language patterns of teachers needed improvement
8. Lack of planning for specific pupil needs
9. Lack of knowledge of phonetic skills

Describe Improvement Shown by Teachers and How This Was Brought About:

1. Language patterns of one teacher improved. Supervisor - Teacher conference
2. Lesson planning: Supervisor teaching from a written plan
3. Materials for special needs. Supervisor - teacher conference
4. Voice improvement: Supervisor - teacher conference
5. A little improved in general knowledge of phonics: Supervisor and teacher work session
6. Interest centers to which the students could move after directed activities were complete. Teachers and supervisor
7. More use of audio-visual materials
8. A little better understanding of the over all view of reading

Specific Needs For Further Improvement:

The teachers need to improve further in:

1. Being in their rooms during assigned times (This was mainly one teacher)
2. The teachers do not have very much knowledge of phonetic skills even though we worked on this for several sessions.

3. The level of preparation for lessons. There is still much room for improvement here. Although I could tell that a teacher had obviously spent a long time preparing charts and games for a lesson, they often were unclear as to purpose and I felt that the students often were more confused at the end of the lesson.
4. Language patterns
5. Preventing discipline problems caused by boredom

Describe Some Different Strategies, Innovations or Activities Used in the Program in your School:

1. We had a reading rug in the library corner. Children were permitted to take a library book and lie down to read it.
2. Typewriters were used in one class to motivate the children to practice spelling skills.
3. Student aids were used in each class to help monitor the audio-visual equipment, read to children, run errands for the teacher, help with bulletin boards, make displays, and correct papers. The aids were able students who had not signed up for summer school. They were given excellent training by their teacher. The teachers and I felt that the girls gained in self-concept and emotional maturity.
4. Oral language patterning drills were experimented with in one class. The teacher was attempting to help students to improve their speech.
5. The teachers experimented with making some multimedia reading materials. We bought 8 copies of several different books. They were inexpensive paper backed books. The teachers made a tape recording of each of the books. The children listened and read along with the teacher.
6. A video tape was made in each class showing some phase of the program.

Give Ways in Which You Think the Summer Sessions of the Teacher Training Program Can Be a Carry-Over and Can Be Reflected in the Improvement of This District's Instructional Program:

1. Information shared with other teachers by the teachers who participated
2. New techniques of instruction gained by the teachers themselves will help the students in their classes
3. In-service training sessions to teach by program participants
4. Video tape presentations
5. New materials which are available for the first time

EVALUATION BY SUPERVISOR

I think that this summer's reading program was even better than last years. The opportunity to work again as a supervisor enabled me to be the greatest learner of all.

I feel that I will be a better teacher as I return to the classroom. I am going to put into practice many of the ideas I gained from consultants, supervisors, teachers and the director.

The chance to know and work with the other supervisors was a learning experience. I would like for some procedure to be worked out so that we could observe other classrooms in our district in an in-service training project.

The opportunity to learn about and order new materials was a learning process of which I am grateful.

The program was well organized. The director worked skillfully with the group. I think the schedule was excellent. The only bad thing was that the time with the children went so fast that they were hardly ready to go home. I don't suppose the time can be lengthened, but another half hour would have helped the teacher to have done a little more experimenting.

I thought the consultants were very practical. Dr. Cowle's sessions were the ones that set the tone of our program. Her statements on self concept were remembered and acted on by teachers during the program. I think it would be a good idea to have all the teachers hear her.

In planning for next year, I hope we can spend another day at our schools planning, readying the rooms, and getting the materials into the teacher's hands. I would also like to have an outline of the program to hand to each teacher at the beginning which would explain the things which would be expected.

Sample forms would help them to know what to look for as they go along. I think it would be helpful if teachers understood the role of the supervisor in observation a little better. We went over this in teacher-supervisor sessions, but if this could come from the director or principal also it would be helpful.

*Mrs. Bollinger cooperated in every way and helped me a great deal.

I feel that the instructional program will be strenthened at all the schools and especially at Bull.

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* Principal of the school.

EVALUATION BY SUPERVISOR

Name of School: B - C #1

Supervisor: Mrs. Rachel Davis

Number of Teachers in Training: 4

Number of Students Enrolled: 60

Type of Pre-testing Instruments Used for Teachers:

Phonetic Principles, University of South Carolina Reading Clinic

Pre-testing Results: USC Test - 52 errors
(1) Pointed up a great need on the part of teachers to review phonics skills
(2) Studies books, charts, teachers manuals etc. to improve in phonics

Type of Post Testing Instruments Used for Teachers:

USC Test of Phonetic Principles
Brookland-Cayce Schools Teacher Training Phonics Test

Post Testing Results:

USC Test - 8 errors
B-C Schools Teacher Training Phonics Test - 11 errors
Results of errors show that much improvement was made in the area of phonics

Describe Methods of Inventory of Students' Needs at Beginning of Session.

Phonics Inventory
Individual Reading Inventory - Silent and Oral

Pre-testing Results:
1. From the Phonics Inventory
   - a. Weaknesses noted
   - b. Material on weaknesses assigned
   - c. Groups formed according to weaknesses
2. Individual Reading Inventory
   - a. Books and materials assigned according to level indicated on test

Describe Methods of Check of Progress at Close of Session.

Phonics Inventory given again: Results reported to the childs next teacher
Areas of improvement noted to teacher
Continued weaknesses reported to teacher

Post Testing Results:

Phonics Tests	Errors on Test at beginning	Errors on Test at end
Class 1	285	164
Class 2	709	443
Class 3	321	341
Class 4	385	307
Total for Entire School	1,700	1,255

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

1. To create enthusiasm in the teachers
2. To develop interest in experimenting with new approaches to reading
3. To encourage careful and thorough planning
4. To encourage teachers to give each student material on his level
5. To develop the habit of reading professional magazines
6. To emphasize the importance of good self-concepts in students
7. To make better use of materials in the school not used formerly
8. To make each teacher familiar with administering and using various tests

Tell How You Carried Out These Objectives:

1. To create enthusiasm the supervisor should feel that way; also free and lively discussions and exchange of ideas were encourages. Often only one small idea or suggestion started enthusiastic responses from the teachers

2. The many materials were varied and enabled the teacher to have something with which to experiment. The teachers were so thrilled over the different materials that they eagerly shared with each other new methods, ideas, or methods on materials that were alike were shared.

3. Careful planning was discussed and lesson plan booklets were profided for each teacher. Those who were not used to making daily plans soon saw how helpful it was. Part of the time each day was provided to make plans.

4. Many materials on all levels were made avaliable to each teacher. After giving the individual and phonics inventory each teacher had a good idea of how and where to begin instruction for each child.

5. Several professional books were ordered during the summer for the school. These books were passed around and discussed. Many articles were read by the group from various professional magazines and books and served as bases for guide discussions at group meetings. Subscription to several professional magazines was encouraged.

6. One group meeting at B-C #1 centered around the development of good self-concept in students and how teachers could aid in this development. An article from a professional magazine was read and discussed along with the idea we received from the various consultants on the subject. This idea was emphasized throughout the entire program.

7. Material prior to the program was centrally located to be easily accesible to teachers. Equipment was demonstrated and possible uses were discussed. Books on the uses of the various machines were purchased and made available to teachers.

8. Prepared individual inventories, phonics inventories, and word recognition tests were given to the teachers. Materials were distributed to the teachers that explained the tests. Teachers were also shown how they could make individual inventories by using basal readers. Each teacher then administered the test to their students.

Describe General Weaknesses of the Instructional Program and Need for Improvement in Techniques of Instruction:

1. A few education journals, books, etc. in the school but not generally used
2. Grouping in reading was based on I.Q. and standardized tests only
3. Lack of interest in experimenting with new ideas and approaches
4. Variety of materials and audio-visual equipment in the school not used
5. Cross class grouping in reading is used in upper grades, but little grouping within the groups

Describe Evidence of General Improvement:

1. Professional books were being read more often and plans for a professional shelf in the library were developed.
2. Teachers used many means to group the children and instruction was fitted more to each child's needs and abilities.
3. Much enthusiasm was exhibited in trying new approaches and teachers not only profited from this but children also profited and really enjoyed Reading
4. Audio-visual material and machines were used to a great extent

Areas in Which There is Further Need of Improvement:

1. Better preparation and planning
2. The rest of the faculty needs to be encouraged to use a variety of materials
3. A variety of methods and approaches need to be used to meet individual rather than group needs

Specific Weaknesses Noted of Teachers Which You Considered as a Need for Improvement:

1. Planning
2. Not moving around among students
3. Discipline
4. Seat work without meaning or teaching value
5. Use of too many pre-prepared duplicating masters
6. Lack of originality in preparing transparencies
7. Inability to have different groups doing different activities

Describe Improvement Shown by Teachers and How This was Brought About:

At the end of the program the teachers were very enthusiastic and were honestly looking at their short comings and were willingly trying to do something about them. They planned more thoroughly and therefore were able to do more group work. After listening to consultants at the beginning of the program, doing some professional reading and giving individual inventories and phonics inventories they saw how they could give each child enough meaningful seat work while working with other groups. Also through careful testing they knew exactly what areas the child was weak in and therefore could give him work he needed.

At the beginning of the program the idea was stressed that this was the time,(with small classes) to try new ideas and to experiment. This atmosphere encouraged teachers to experiment without feeling any restrictions.

Specific Needs For Further Improvement:

1. Need to individualize in other areas
2. Special care should be given in assigning independent seat work
3. Better planning and use of varied methods and materials in plans

Describe Some Different Strategies, Innovations or Activities Used in the Program in Your School:

Individualized Reading was used in two classes. Instead of a single basal reader, library books on various levels were used. Then the teacher formed and re-formed groups as different skills were presented. This allowed each child to work on his own level and own speed. This also did away with rigid grouping because groups were constantly changed according to needs and interests.

Two teachers used readers using the linguistic approach to Reading. These two teachers used material from three different groups and compared them.

Also used were high interest, low vocabulary supplementary readers and reading skills on tape with accompanying workbooks.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can Be a Carry-Over and Can Be Reflected in the Improvement of This District's Instructional Program:

Introducing new and varied materials in the school during the summer session and having small groups to work with will enable teachers to be ready to use the things learned in the fall. Certainly the enthusiasm and interest sparked by the program will be spread like a forest fire to the entire school.

The teachers involved in the program and the supervisor planned faculty meetings demonstrating new materials purchased, sharing of ideas, and instruction in how to administer the tests that were used during the summer.

The program made all of us involved take a very close look at the quality of instruction in our school, especially the teaching of reading.

EVALUATION SUMMARY

Personally, this program has helped improve me as a teacher more than any other experience I have had thus far.

Exposure to innovative and enthusiastic ideas in the field of teaching has been very refreshing. Seeing teachers working hard, trying out new approaches, exchanging ideas, and discussing professional books is an atmosphere that will be invaluable to the students, teachers, and administrators if continued throughout the school year.

I particularly found helpful and informative the consultants.

Many of the consultants were from the University of South Carolina. A good many of the teachers are graduates of the University and had been exposed to many of the consultants. Those who had not heard the consultants were very pleased.

A few of the teachers felt that they needed more time with the children each day. If we do have more time, I suggest we come a half hour earlier or stay a half hour later rather than take the time away from the teachers' planning time. That time after the children left was very valuable as a time to meet together and a time for teachers to plan, make transparencies, etc.

It may be very helpful for the supervisors to meet together during the school year to make plans for in-service training throughout the year.

It would be very helpful if some provisions could be made for teachers to observe one another. For example, in our school the teachers using an individualized approach would have profited from observing other teachers using this approach.

EVALUATION BY SUPERVISOR

Name of School: Brookland-Cayce Grammar School No. 2

Supervisor: Bernice B. Hill

Number of Teachers in Training: 4

Number of Students Enrolled: 62

Type of Pre-testing Instruments Used for Teachers:

Phonetic Principles, University of South Carolina Reading Clinic

Pre-testing Results: A total of 29 errors were made on this test.

Type of Post Testing Instruments Used for Teachers:

Phonics Principles, University of South Carolina Reading Clinic
Brookland-Cayce Schools' Teacher Training Phonics Test

Post Testing Results:

The same test that was given at the beginning of the program was given again at the closing session. There were 7 errors made.

B. C. Schools' Teacher Training Phonics Test was given at the end of the program. Only 7 errors were made.

Describe Methods of Inventory of Students' Needs at Beginning of Session.

Informal Reading Inventory
Phonics Test

Pre-testing Results:
2nd year 408 mistakes were made
3rd year 96 mistakes were made
4th year 107 mistakes were made
5th year 106 mistakes were made
6th year 113 mistakes were made
7th year 28 mistakes were made

Describe Methods of Check of Progress at Close of Session.

The same Phonics Test was given to the pupils at the close of the summer session. Errors were recorded and compared with the previous test. Each test was put in the pupil's individual folder which will be given to the child's teacher in the fall.

Post Testing Results: Beginning:
2nd year 295 errors
3rd year 62 errors
4th year 80 errors
5th year 92 errors
6th year 88 errors
7th year 24 errors

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

With the hope of accomplishing many objectives, perhaps the ones listed below were stressed the most.

1. Establish a good relationship between teachers and supervisor
2. Teachers to use the vast amount of materials available that would best meet the individual needs.
3. Enthusiasm, creativeness and pleasant learning environment a "must" in the classroom
4. More innovative methods and procedures used in challenging the gifted student
5. By various methods, find the individual weaknesses and work toward improving them
6. Utilize all the school's equipment in making this program versatile and interesting

Tell How You Carried Out These Objectives:

1. Informal conferences were held several times a week. Appreciation and encouragement were given for all the teachers' endeavors.
2. Familiarized the teachers with all the new materials suggesting different strategies and activities that might be beneficial in a learning situation.
3. Books with unique suggestions and ideas were supplied. Various resources were available. Sharing experiences among the staff were helpful.
4. Tests were administered to all students. This helped to find their strengths and weaknesses. New books, workbooks, records, and linquistic blocks were used to reinforce this learning.
5. Suggestions were made as to how the school's equipment could be an asset to any classroom.

Describe General Weaknesses of Teachers of the Instructional Program and Need for Improvement in Techniques of Instruction:

1. Inadquate films and film strips not conducive to effective learning
2. Failure to utilize the tools of evaluation that are recorded in permanent records
3. New staff members not oriented in the over-all instructional principles and structure of the district's schools

Describe Evidence of General Improvement:

1. Current films from the State Department of Education helped to improve the summer instructional efforts
2. More effective ways of evaluating tests since the classes were small
3. A beginning teacher working with this program becoming familiar with all the materials, equipment, permanent records and other educational resourses within the school she will be teaching this fall.

Specific Weaknesses Noted of Teachers which You Considered as a Need for Improvement:

Even though there were no outstanding weaknesses, improvements could have been made in (1) showing more enthusiasm in the classroom
(2) the presentation of the basic phonetic skills
(3) planning the daily schedule so that every child would have assigned worthwhile work during the entire class period

Describe Improvement Shown by Teachers and How This was Brought About:

Reviewing Dr. Cowle's comment, a fact was emphasized that the sensitivity and perceptiveness of a child is to such a great degree that he can easily sense the qualities or lack of qualities that a teacher possesses to make for enthusiasm and geniune interest.

Advantages of daily written instructional plans were discussed. Books were given to teachers so that this could be done.

Specific Needs for Further Improvement:

1. Further studying of phonics
2. Reading more professional books
3. Using a more positive attitude

Describe Some Different Strategies, Innovations or Activities Used in the Program in Your School:

1. It was interesting to the pupils and teachers to make a video-tape of part of a reading lesson in the classroom.
2. Laminating of pictures as demonstrated by Mrs. Mary Matthews was most helpful. Working with small number of teachers made this a most worthwhile experience.
3. Opportunity of visiting in two other schools stimulated interest in new equipment and approaches to better learning

4. The First Talking Storybooks and The First Talking Alphabet used by the primary teachers created a great deal of interest and enthusiasm in the classroom.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can Be a Carry-Over and Can Be Reflected in the Improvement of This District's Instructional Program:

1. New books, records, and games purchased this summer can be put on display. Each teacher can explain her objectives and how the material helped to meet the individual needs.

2. Having sixty-two individual pupils' folders to hand to their teachers this fall will aid in evaluating and placing the pupil on his reading level.

3. Perhaps it would be of value if each child would be given the same Phonics Test at the beginning of the fall session.

EVALUATION SUMMARY

The Summer Reading Program proved to be a very successful one with teachers, supervisors, director, and administrators working diligently striving in every way to make it one of the most valuable and worthwhile experiences for all participating teachers and pupils.

Parents, pupils, and teachers liked the daily schedule better than last year's. Some of the pupils enjoyed the hour and half classes so much they wanted longer periods in the classroom.

Every year I am impressed with the vast amount of new materials available and the great interest shown by teachers in studying and experimenting with them.

New techniques in teaching and the various approaches used were stimulating and educational. We shall enjoy sharing these experiences with the other teachers this fall.

We had thirty-two parents to come for conferences. This was most helpful for both teacher and parent. Having the teacher's written evaluation of the pupil before her gave her a feeling of confidence while talking to the parents. The parents were most complimentary about the entire program.

EVALUATION BY SUPERVISOR

Name of School: Claude A. Taylor

Supervisor: Betty McMillan

Number of Teachers in Training: 4

Number of Students Enrolled: 84

Type of Pre-testing Instruments Used for Teachers: Test of Phonetic Principles (Botel)

Pre-testing Results: 61 errors.

Type of Post-testing Instruments Used for Teachers: B. C. Schools Teacher-Training Phonics Test; Test of Phonetic Principles (Botel)

Post-testing Results: Test of Phonetic Principles - 7½ errors; B. C. Schools Teacher-Training Phonics Test - 3 errors.

Describe Methods of Inventory of Students' Needs at Beginning of Session:

The teacher studied each child's cumulative record and made note of his instructional reading level which was obtained at the end of our regular school session. They next administered the Botel Phonics Mastery Test and an interest inventory.

Pre-testing Results: Botel's Phonics Test - 1701 errors

Describe Methods of Check of Progress at Close of Session: Each teacher administered the Botel Phonics Mastery Test again, and an individual reading inventory.

Post-testing Results: Botel's Phonics Test - 875 errors

List Objectives in Relation to Work and Training of Teachers Under Your Supervision:

1. To realize the necessity of studying cumulative records for each child.
2. To plan reading instruction as an organized, systematic activity.
3. To emphasize that good instruction depends on individual diagnosis.
4. To obtain an insight of the whole reading program.
5. To become more resourceful and creative in finding, making, and using materials.
6. To be able to interpret information to parents.
7. To place emphasis on the child's understanding of the printed word.
8. To make use of a variety of audio-visual aids.
9. To keep program stimulating, yet free, from undue pressure.
10. To realize that critical reading is a developmental process.

Tell How You Carried Out These Objectives:

1. Teachers examined records for each child as to home environment, health, reading interests, reading levels, I. Q. results, and difficulties, before testing.
2. By learning in which grades various reading skills are taught and by having teachers understand the importance of systematic and continuous appraisals.
3. An individual reading inventory was administered at the end of our regular school session. A phonics and interest inventory was administered at the beginning of our summer program.
4. Teachers learned how to use the different approaches of reading instruction: Phonetic, Individualized Reading Instruction, Sight, Linguistic, Kinesthetic, and Language Experience.
5. Teachers made many aids to teach specific skills and the "right book" and materials were found for each child.

Many new materials were used such as reading labs, kits teaching comprehension skills, and linguistic supplementary reading materials.

All four classrooms had access to materials to choose from, for the wide range of levels located in each classroom.

6. This was brought about through Parent-Teacher Conferences. Evaluation sheets, provided for the teachers, proved very helpful in interpreting information to parents.
7. Listening skills and power builders in the SRA Reading Labs provided practice in comprehension skills. Reading for Understanding kits developed the pupil's ability to grasp the full meaning of what he read by teaching him to analyze a sequence of ideas and make logical conclusions.

Some of the audio-visual aids used were:

- Filmstrips
- Language Master blank cards
- Pictures
- Graphics
- Chalkboard
- Charts and cards
- Tape Recorder
- Transparencies and Overhead Projector
- Recordings
- Headphones

9. Instruction was based on pupil's needs with many approaches and techniques being used.
10. Teachers taught reading in a sequentially organized manner following skills lists or the manuals. Critical and creative reading skills were taught at levels appropriate for their development.

Describe General Weaknesses of the Instructional Program and Need for Improvement in Techniques of Instruction:

1. Need for improvement in reporting to parents.
2. Need for more adjustment to individual needs of pupils.
3. Not enough varied approaches to the teaching of reading - trying to use one method of instructing all within the classroom.

4. Quality of oral reading instruction not always at its best.
5. Not enough other instructional materials being used with the basal reader approach.
6. Need for re-evaluation of workbooks being used.
7. Need for improvement in grouping for reading instruction.

Describe Evidence of General Improvement:

1. Parent-teacher conferences were held in order to evaluate the child's progress and to make recommendations to parents. The evaluation sheet, sent home with the parent, hopefully brought closer cooperation, and a better understanding of the child's progress.
2. More diagnostic teaching was observed. The child's needs were analyzed and immediate adjustments in instruction made to strengthen reading growth.
3. Different approaches were being tried - particularly where children had not learned by a previous method. Individualized reading instruction was used in several classrooms.
4. Some of the ways in which oral reading was improved were: reading to answer questions, sharing a book by reading it aloud, taping oral presentations, reading favorite passages from a book at the individual conference.
5. Other reading materials were being used such as library books, reference books, newspapers, magazines, reading labs, and many audio-visual aids along with the basal reader approach.
6. Workbooks for the summer program were carefully selected.
7. Grouping became more flexible; teachers brought children together for specific purposes.

Areas in Which There is Further Need for Improvement:

1. Reporting to parents.
2. Varied approaches being used in each classroom.
3. Oral reading instruction.
4. More materials being used with the basal reader approach.
5. Use of more audio-visuals and teacher-made materials.
6. More funds to provide experimenting in a variety of approaches.
7. More in-service training throughout the year to continue what we have learned here. These periods should be held at times when the teachers are not worn out from a full day's teaching in the classroom.

Specific Weaknesses Noted of Teachers Which I Considered as a Need for Improvement:

1. A total of 60½ errors was made by the teachers on the Phonetic Principles Test.
2. Two teachers were most unhappy with one or two remedial pupils in their classrooms, and would rather that I had assigned children according to ability rather than age.
3. Some teachers, overwhelmed with such an abundance of materials, felt that it was necessary to teach or use each of these aids every day.
4. One teacher had never used any duplicating or ditto materials.
5. Two teachers had never used the overhead projector.
6. There was a weakness in individualizing the program enough to take care of each child's needs.
7. Not enough innovation was evident.

Describe Improvement Shown by Teachers and How This Was Brought About:

1. At the end of the program, the same test on phonetic principles was administered. Results were much better with a total of 7½ errors.

   The B. C. Schools Teacher Training Phonics Test was administered also. Total number of errors on this was only 3.

   This improvement was brought about with phonics instruction. I made transparencies of the different tasks involved in this approach to reading instruction using Principles and Practices of Teaching Reading by Heilman as a guide.
2. I explained to the teachers that every classroom has some children like this in it; and we wanted to learn how to teach this child in a regular classroom situation.

   I helped in locating materials and books for each of these children.
3. I worked with these teachers, explaining and showing that some materials were better suited for some children than for others and that each child did not have to work in all or the same materials.
4. Since this teacher was using The Talking Alphabet, she had to use the duplicating masters which go along with it. Once started, she seemed to enjoy using this type of material.
5. I began by using the overhead projector as I talked with the teachers. I loaned the teachers permanent transparencies, for reading instruction, which I had made; and showed them how to make their own transparencies. We went to an audio-visual aids workshop conducted by Mrs. Mary Matthews; and this gave them the extra boost needed tp ise tje pverjead ½rpkectpr and many other aids along this line.
6. I worked individually with these teachers to be sure that each child's needs were met. After studying the reading levels of children in each classroom, I suggested certain books and other materials be assigned to specific children.
7. I showed the teachers how materials could be made for use with children who needed the Kinesthetic Method. We discussed flocking, flanneling, acetate overlays, and pocketing for pictorials. I made samples of some of the many ways teachers could make aids for her pupils' use.

   Most of the teacher-made materials could be used in conjunction with the Language Master so Mrs. Austell and I conducted a workshop in its use.

Specific Needs for Further Improvement:

1. More individualizing to meet each child's needs.
2. More practice in finding the best way to use certain materials.
3. More use of audio-visual aids.
4. More practice in learning how to interpret oral reading errors.
5. More reading of professional books and magazines.
6. More planning to keep the program stimulating for all pupils in the class.
7. More help and supervision during the regular school year.
8. More in-service training during the regular school year.

Describe Some Different Strategies, Innovations, or Activities Used in the Program of Your School:

1. The principal wanted to experiment with two series of linguistic readers to decide which one to try this fall. The teacher, who is planning to do this experimental teaching, used the two series for different groups in her classroom this summer in order to help make a decidsion for our regular session.
2. To promote more initiative on the part of teachers in using a variety of materials, a center was set up in the hall; thus, materials were easily accessible to both teachers and pupils.
3. Workbooks to go along with the regular basal reader series were not ordered; therefore, teachers, out of necessity, would have to look for other materials to use along with the basal reader.
4. Groups in one classroom took turns, working independently, with charts and records, in conjunction with a listening station. Pupils worked on different phases of this phonics program, depending upon their weaknesses.
5. The Language Master was used in different classes. Small groups took turns working with the teacher - innovated blank cards which reinforced learning.
6. In order to get teachers to try different approaches to reading instruction, I assigned linguistic readers for several remedial pupils, at the upper grade level, who had not learned by previous methods.
7. Individualized Reading Instruction was used in two classrooms; these teachers had expressed a desire to try this method. They wanted to obtain some experience in this approach. If they desire to use this type of instruction this fall, they will be allowed to do so.
8. Self-directive dramatization of stories were enjoyed by the children.
9. A workshop was held to learn how to administer the Peabody Picture Vocabulary Test.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can be a Carry-over and Can be Reflected in the Improvement of This District's Instructional Program.

1. The summer sessions have brought to us a wealth of materials, most of which we would not have been able to obtain.
2. Different aspects of the Individualized Reading Approach (learned through this program) can be used not only for improvement in reading instruction, but in all subject areas, thereby providing for individual differences.
3. Because of previous experimentation, materials will be appropriately utilized.
4. Teachers will be better prepared in: teaching reading skills systematically, teaching skills in the content areas, teaching children how to identify words, creative teaching, understanding broad aspects of the reading program, understanding phonic principles.
5. Grouping will be more flexible.
6. Our program will become more sequentially organized.
7. More audio-visual aids will be used.
8. More experimentation with methods and materials will be tried as a result of this program.
9. More emphasis will be placed on the physical, psychological, and sociological factors which influence children's reading.

10. This program has been of tremendous value for beginning teachers in making their initial teaching assignment successful. This is a great help to our district which has such a large number of beginning teachers each year.
11. In order for our district to take full advantage of a program such as this, we need to have in-service training on specific days throughout the year to continue what we have learned here. These training periods should be held at times when the teachers are not worn out from a full day's work.

EVALUATIVE SUMMARY

The summer program provided reading instruction in all areas, resulting in a wealth of learning situations for teachers and pupils.

Consultants provided invaluable information which effected a more comprehensive and challenging program.

The audio-visual techniques and materials workshop, conducted by Mrs. Mary Matthews, proved most helpful in that teachers learned by actually working with materials.

One of the weak parts of the program was not having enough time beforehand to study different techniques involved in using the new materials. Demonstrations of materials by supervisors, who have used them, might prove helpful.

Teachers were provided with priceless training in experimentation. Since they were working with fewer children, teachers were in a better position to try new things.

Many changes in teaching procedures took place and new techniques were used. A change of emphasis on instruction took place; new approaches were tried.

Teachers and supervisors changed their beliefs about reading instruction realizing that teaching in this field involves many complex problems stemming from the child's environment. Concepts were developed, modified, or extended.

More emphasis was placed on continuous diagnosis and appraisals.

The participating children's attitudes toward reading changed considerably; therefore, our reading instruction was improved during this summer program.

EVALUATION

BY

LIBRARIAN AND AUDIO VISUALS COORDINATOR

One hour teacher training sessions were held for each of the sixteen schools involved in the summer reading program. During these sessions the teachers participated in preparing Audio-Visual materials for use in their own classrooms. These included colorlifts, transparencies and mounting pictures. Practice was given in the use of all types of Audio Visual equipment including the dry copier.

Teachers from four schools came for an extra session in preparing resource units. Working with their individual textbooks, the teachers located supplementary books, films, film strips, periodicals, etc. which were listed in an expandable 3 X 5 file for use by the teacher and students.

Since these sessions were in the form of workshops with much individual participation the attitudes and involvement of the teachers were excellent. They seemed to enjoy the experience and I found my experience in working with them most rewarding.

Mary M. Matthews
Librarian and Audio-Visuals
Coordinator

EVALUATION BY SUPERVISOR

Name of School: Secondary Schools of the Brookland-Cayce District

Supervisors: Linda Stewart and Beth Bridges

Subject Area: Reading and English on the Secondary Level

Number of Teachers in Training: 14

Number of Students Enrolled: 108

Type of Pre-Testing Instruments Used for Teachers: Dr. Aaron's Phonics Test

Type of Post Testing Instruments Used for Teachers: Dr. Aaron's Phonics Test, Brookland-Cayce Schools Teacher Training Test, A Secondary Teacher's Evaluation of His Own Teaching, Concept of Reading Inventory.

Pre-Testing and Post Testing Results: DR. AARON'S PHONICS TEST

PRE-TEST				POST-TEST				
No. tested	Possible Correct	Score	%	No. tested	Possible Correct	Score	%	Improvement
Airport High School								
2	120	82	68%	4	120	106	88%	20%
Brookland-Cayce Junior High								
4	240	151	63%	4	240	205	85%	22%
Lakeview High School								
4	240	208	87%	4	240	194	81%	- 6%
R. H. Fulmer Junior High								
4	240	167	70%	4	240	216	90%	20%

Post-Testing: Results of the Brookland-Cayce Schools Teacher Training Phonics Test are on the following page.

Teacher Training Phonics Test

Reading and English	No. tested	Possible Correct	Score	%
Airport	2	40	33	83%
B. C. Junior	4	80	62	77%
Lakeview	4	80	56	70%
R. H. Fulmer	4	80	71	89%

Describe Methods of Inventory of Students' Needs at Beginning of Session.

Dr. Aaron's Phonics Test
Basic Reading Skills Diagnostic Test
Something About You (Questionnaire)
Reading and Study Skills Inventory (Questionnaire)
Group Informal Inventory
Individual Informal Inventory

Describe Methods of Check of Progress at Close of Session.

Dr. Aaron's Phonics Test
Informal Group Inventory

Pre-Testing and Post Testing Results:

Dr. Aaron's Phonics Test at Lakeview High School

Pre-Test				Post-Test				
No. tested	Possible Correct	Score	%	No. tested	Possible Correct	Score	%	Improvement
Class 1 5	165	53	32%	5	165	85	52%	20%
Class 2 5	165	48	29%	*3	99	36	36%	7%
Class 3 6	198	69	35%	6	198	72	36%	1%
Class 4 5	165	92	55%	5	165	109	66%	11%

* 2 students were absent for testing

Dr. Aaron's Phonics Test at R. H. Fulmer Jr. High

Pre-Test				Post-Test				
No. tested	Possible Correct	Score	%	No. tested	Possible Correct	Score	%	Improvement
Class 1 9	297	130	44%	9	297	140	47%	3%
Class 2 6	198	75	38%	6	198	95	48%	10%
Class 3 12	396	165	42%	11*	363	185	51%	9%
Class 4 7	231	86	37%	7	231	99	43%	6%
Class 5 10	330	146	44%	9*	297	168	57%	13%
Class 6 8	264	69	26%	8	264	151	57%	31%

*One student was absent on the day of post-testing.

Dr. Aaron's Phonics Test at Brookland-Cayce Jr. High

Pre-Test				Post-Test				
No. tested	Possible Correct	Score	%	No. tested	Possible Correct	Score	%	Improvement
Class 1 7	231	129	56%	8*	264	157	60%	4%
Class 2 11	[illegible]	215	59%	11	363	251	69%	10%
Class 3 8	264	152	58%	9*	297	239	81%	23%
Class 4 9	297	143	48%	9	297	169	57%	9%

* Student entered after testing

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

All teachers should learn

1. to give both a group and an individual inventory and to determine reading levels of students.
2. to introduce a classroom film and to conduct a follow-up discussion.

3. to use audio-visual aids such as the tape recorder, film projector, filmstrip projector, overhead projector, opaque projector, language master, Craig Reader, and controlled reader.
4. to understand and be able to teach phonetic principles.
5. to meet individual needs of students and to realize the importance of understanding a student's self concept.
6. to use a variety of materials for instruction.
7. to become familiar with varied reading materials and procedures.
8. to be dynamic, enthusiastic, and creative teachers.
9. to use reference materials to formulate resource units.
10. to organize time and materials for effective usage.
11. to motivate students.

As supervisors, we desired to motivate teachers to achieve the above objectives, we encouraged teachers to experiment with new methods and materials, and we helped teachers to overcome weaknesses through the use of encouragement and praise, as well as through giving group instruction.

Tell How You Carried Out These Objectives:

1. By distributing mimeographed handouts on various topics and discussing these handouts in small groups.
2. By supervisors demonstrating methods of giving group and individual reading inventories.
3. By observing Dr. Berg as he actually tested a student to determine his reading level.
4. By supervisors demonstrating teaching techniques in meetings of small groups of teachers and in individual classrooms.
5. By participating in sessions with Mrs. Matthews, librarian at R. H. Fulmer Junior High, and by working with Mrs. Cleckler, librarian at Brookland-Cayce Junior High School.
6. By supervisors providing instruction in phonetic principles.
7. By teachers learning through self-study from a teachers' manual from Economy Press, Word Attack, and Phonics In a Nutshell, a program of phonetic study consisting of filmstrips and records.
8. By supervisors providing individualized help for teachers as they needed it.
9. By listening to lectures by consultants: Dr. Haven, Dr. Berg, Dr. Cowles, and Miss Nelson.
10. By participating in discussions on grouping students for instruction, multi-media materials, and teaching strategies.
11. By providing multi-media materials for teachers and students.
12. By advising teachers as they evaluated student needs.
13. By talking with parents.
14. By providing materials for teacher-made visuals.
15. By providing instruction on how to use audio-visual aids and how to make aids such as transparencies.
16. By encouraging teachers to experiment, to be creative, and to provide a relaxed and informal classroom atmosphere.
17. By pointing out to teachers the importance of punctuality and trying to set a good example by getting materials to them on time.
18. By showing how materials in proper organization are more likely to be used and are more conveniently used.
19. By stressing the importance of good organization of time.
20. By stressing the importance of making good lesson plans.

21. By encouraging teachers and praising them for good points.
22. By video taping good teaching strategies developed by teachers.
23. By stressing and discussing the importance of good discipline.
24. By having numerous sessions in which teachers shared ideas.
25. By showing teacher training films.

Describe General Weaknesses of the Instructional Program and Need for Improvement in Techniques of Instruction:

Describe Evidence of General Improvement:

Areas in Which There is Further Need of Improvement:

R. H. Fulmer is fortunate in having a principal who is vitally interested in the teaching of reading, who provides an atmosphere conducive to good teaching, and who is unfailing in his willingness to help teachers by providing encouragement and praise for a job well done and by making current materials available. As chairman of the reading department at R. H. Fulmer, Mrs. Newman, who is also director of the Title III Reading Program, gives invaluable aid to teachers in all areas through her wide knowledge of the reading process and current materials and teaching strategies, by her creative ideas, and by her willingness to help teachers solve even the smallest of problems. In innumerable ways, Mrs. Matthews, school librarian, strengthens the total instructional program at R. H. Fulmer. Her talent in creating audio-visual aids and her ability and desire to work with others aid both teachers and students in making the learning process a dynamic experience.

At R. H. Fulmer, each student takes a course in reading, either developmental or remedial, depending upon the need of the individual. Students are tested, using the Gates MacGinitie Test, as they enter junior high in the seventh grade and again at the end of the year in the eighth grade. Test results for the 1967-68 school year showed that the majority of students had improved in word analysis skills, vocabulary, and comprehension. This seems to indicate that the reading program is beneficial to students and is an integral part of any instructional program.

Those of us who teach at Fulmer during the regular school term feel that we do indeed "have a good thing going." However, as I attempt to look objectively at the total school program, I see a need for improvement in several general areas. We cannot allow ourselves to become complacent just because we have had some success in making reading a vital part of instruction in every classroom.

The chief weakness in the area of language arts is a lack of coordination between the reading department and the English department. Rather than having two separate groups, it would be better to have one "language arts" department in which teachers work as teams in providing instruction in the communication skills: listening, speaking, reading, and writing. These skills are too interrelated to be completely separated and taught independently of each other. In this same area, teachers of all subjects, even physical education, music, and art, need to incorporate the teaching of reading skills into their programs. More in-service training needs to be provided so that teachers will see the need for "every teacher being a reading teacher" and so that they will feel confident about their ability to teach reading skills.

Teachers in all areas, but particularly those in reading and English, need to stress the importance of learning study skills. Students entering junior high school for the first time are often bewildered by the vast differences between elementary school and junior high. Changing from the warmth and security of one classroom and one teacher in a small school to a large school where they may have as many as seven or eight teachers often causes students to become frustrated in their attempts to cope with a study load for which they often do not have adequate skills. Notetaking, previewing, skimming, and scanning are skills which should be taught to all students. Also, students need to be taught a method for studying an assignment or a textbook and practical ways to use reference books.

Other areas in which improvement is needed are as follows:

1. A few teachers need to realize that teaching in a classroom is infinitely more rewarding than wasting time in the teachers' lounge.
2. Beginning teachers need to be given a realistic picture of the students they will teach. Often, a teacher who has just graduated from college expects her students to be far more knowledgeable and capable than they actually are. Teachers need to realize that each child must be made to feel worthwhile.
3. More time needs to be allowed for teachers to meet in small groups to discuss problems and to share ideas and materials.
4. More beneficial use needs to be made of audio-visual aids, particularly of films.
5. There should be more time provided for teachers to work with students individually. Unless this is done, there are a few students who will never be able to achieve success in school.
6. Teachers need to learn to use inter-class grouping for individualized instruction.

I feel that this summer, improvement has been made in all of the areas discussed above. Specifically, teachers have learned to group students effectively within a classroom, to provide individualized instruction, to create an atmosphere in which students can develop a healthy self-concept, to use a variety of audio-visual aids, to teach study skills, and to realize the importance of sharing ideas with each other.

Improvement is still needed in all the areas previously discussed, particularly for teachers who did not have an opportunity to participate in the summer program. Many in-service meetings should be held on an informal basis so that adequate instruction may be provided for all teachers. Improvements where the time element is involved cannot be made without the help of school administrators.

The teachers at Brookland-Cayce Junior High School were very responsive to the call to learn this summer. Many entered the program with no prior training in the teaching of reading; they felt that in order to successfully meet the demands of their assignments they must gain some knowledge of the reading field.

During a normal school year, remedial reading is taught to selected seventh and eighth graders. A competent teacher with much insight and "know how" is at the helm of this phase of the program. She had many problems with overloaded classes and improperly assigned students during the past year, but much of this has been corrected. Adequate materials are available to reach students with varied interests and reading levels. Other language arts teachers make use of reading materials provided by the school. These include the Science Research Associates' Reading for Understanding and Spelling Laboratories. Reading is taught to most students twice weekly.

There seems to be a lack of co-ordination of effort in the school as many of the teachers in the Title III summer program were unaware of the materials which were available in the school and did not know how to use them. They were not familiar with methods of determining reading levels, of teaching reading skills, and did not realize that it was part of their responsibility to teach these reading skills. The reading classes were used mainly to cover the literature requirements of English courses.

As already stated, these teachers came to learn. They made much progress in understanding the nature of the reading process. By the end of the program all had successfully learned to use materials that were available, had had much practice in determining reading levels, had grouped their classes for more effective teaching, had experimented with team teaching, and had done much experimenting on their own to find ways of motivating the reluctant learner.

There needs to be more co-ordination of the reading program. The teacher material is there just waiting to be stimulated. All new teachers to the school should be introduced to what is available for use and then be taught how to use it. Reading should be taught at appropriate times in all classrooms and not just by the Remedial reading teacher or casually twice a week by an uninformed reading teacher. Good teaching practices should always be followed. Students need to be challenged and properly motivated to do their best.

The instructional program and quality of education at Lakeview leaves much to be desired. I shall attempt to evaluate their program in light of what I saw during this summer program. Many of the weaknesses which will be noted will be corrected by the closing of the school in the fall while others (mainly attitudes and student attainment) may take years to correct.

There was not a clear sample of teachers in the English field. Of the four assigned to teach English, three had been trained in other content areas. This writer does not feel that they were enthusiastic about and, in some cases, capable of teaching out of their fields. Although it is desirable for English to be taught in all classes, it is difficult for a teacher to be proficient in several subject fields.

The general reading level of students entering the program was considerably lower than that of other schools, indicating that students are being promoted without minimum attainment of skills. (Four high school students were tested at the pre-primer level, while many others were found to be reading on first and second grade levels.)

Enrollment at this school reached forty in all areas. Parents did not seem to encourage students to meet attendance requirements. There seems to have been poor communication between the school and the parents. I really do not feel that the parents were aware of the benefits of the program and how vitally their children needed the help being offered. Parent response to conferences was very poor.

Strong points of the teachers included being on time, remaining in their classrooms for the full teaching time and meeting deadlines; however, teachers were reluctant to try new materials even when they were brought into the classroom and demonstrated. Teachers lost many chances to establish better student-teacher relationships because they remained behind their desks. Teachers did not make effective use of visual aids in their teaching. Bulletin boards were good, but were the only visuals used. Rooms looked bare and uninviting. (Even when asked specifically to do so, teachers did not make charts, etc.)

Many films were shown, but they were not introduced or followed up effectively. They were used by all teachers whether or not they pertained to the subject area. For example, a film on "How to Read a Novel" was attended by math and science classes.

There was a general lack of discipline in classes. Some teachers allowed students to come and go as they pleased.

Improvement by teachers was shown in the following areas:

1. Having closer contact with students
2. Using materials to meet individual differences
3. Using films as teaching media
4. Using necessary authority to gain control of class for effective teaching
5. Reacting enthusiastically in plans and in helping to carry out a field trip to see the outdoor historical drama, The Liberty Tree

Teachers need to work in the following areas to become more effective with their classes:

1. Meeting the needs of students (Teachers need to find ways to stimulate them in wanting to learn.)
2. Using their knowledge to motivate students
3. Using more showmanship in the classroom
4. Using the materials that are available
5. Having closer contact with the students
6. Losing the feeling that they can not profit from others
7. Sharing and then using new ideas (In discussions these teachers originated some very good ideas which were used by other teachers, but they did not even try them.)

The system seems to lack the desire to experiment and to try new ideas.

The overall instructional program at Brookland-Cayce High School can not be considered low, but the interest in the instruction of reading is nominal as is evidenced by one teacher (Mathematics) and one supervisor (Myself) taking part in this program. Many factors could contribute to this inadequate participation by teachers (other commitments, lack of interest, unusually large turnover of teachers, and not fully understanding what the program has to offer the teacher and the school).

Reading skills are being taught by many teachers as a result of presentation and realization of the need in the Title III in-service programs held during the year (1967-68). Many teachers still remain unreceptive and feel that it is not their job to teach reading.

Remedial reading is taught to a selected group of students on the ninth grade level. This teacher has the full backing of the administration and has been allowed freedom to experiment. In the coming year the reading program will be taught in conjunction with social studies to a selected group of students. Being the teacher in these classes, I have obtained the permission to use any means to motivate and stimulate these "unwilling charges" into being productive citizens. These students will be assigned to my classes on a block of time during which they will receive instruction in both reading and the social studies areas of geography and civics. My main objections to the program are that the classes are overloaded with 30 students in each section. Only sixty students will be reached by the program. Hopefully, if any significant gains are made these two factors will be changed in years to come.

There is a great need for a developmental reading program which would reach all students. This will be especially true this fall (1968) with the closing of Lakeview High School and the entrance of the many culturally disadvantaged youth into the school. These students as well as many presently enrolled at Brookland-Cayce could profit in all areas of school work if certain basic skills were re-taught or reinforced. There is need for an additional remedial reading teacher who could be assigned fewer students and be adequately trained in the diagnosis of reading problems and their corrective procedures.

There is a great need for teachers in all content areas to realize that reading is paramount to all learning. Few teachers accept this inability in students and make provisions for it. Teachers should re-examine all texts, determine the general class reading level, and then consider re-grouping within the class for instruction. Good teaching practices should always be followed in making an assignment, teaching a selection and providing for individual differences. Specific study skills such as outlining and using reference materials should be taught or reviewed before assigning work calling for their use. Teachers should not assume that another teacher has previously taught these skills.

While many steps in the right direction have been taken at Brookland-Cayce High School, there is still much need for improvement in teacher attitudes toward assuming their proper roles and having all teachers "teachers of reading".

Specific Weaknesses Noted of Teachers Which You Considered As a Need for Improvement:

1. Lack of training in phonics.
2. Inability to group students for instruction and to work with students in small groups.
3. Lack of ability to use audio-visual aids.

4. Lack of knowledge of multi-media materials.
5. Lack of knowledge of the proper way to use a film or filmstrip.
6. Not realizing the importance of a student's self-concept and of the rapport between teacher and student.
7. Not knowing how to use pre-testing as a guide in choosing materials and methods for instruction.
8. Not realizing the importance of having attractive rooms.
9. Inability to give individual reading inventories to determine reading levels.
10. Not realizing the many strategies that can be used to make teaching varied and more effective.
11. Not realizing the importance of finding specific reading skills in which students are weak and for providing individualized remedial instruction.
12. Lack of experience in team teaching.
13. Not realizing the potential of the use of the library for teacher self-improvement.
14. Not being able to provide student discipline.
15. Not realizing that it is important to have contact with students, not to sit behind a desk all day.
16. Not exhibiting showmanship and creativity.

Describe Improvement Shown by Teachers and How This Was Brought About:

1. Teachers learned phonetic principles through instruction of supervisors, the use of Phonics in a Nutshell, and through self-study, using a teachers' manual from Economy Press and Word Attack.
2. Teachers learned to use audio-visual aids they had not even seen before by sessions with supervisors and librarians, through experimentation in the classroom, and by sharing knowledge and ideas with each other.
3. Teachers learned to group students and to work with several groups within a classroom. One teacher remarked that she had not been able to do this before. Ability was gained through experimentation in class and from ideas taken from lectures by consultants.
4. By experimenting with a variety of materials in class, teachers gained a knowledge of multi-media materials and will be better able to choose appropriate materials for future classes.
5. Demonstrations by supervisors and other teachers helped many teachers to introduce a film and to conduct a follow-up discussion or to give a follow-up test. One teacher effectively used role playing as a follow-up activity after a film on improving conversation.
6. Hearing consultants, studying professional materials, and working with individual "problem" students helped teachers to realize the importance of a student's self-concept.
7. Having parent conferences and using suggestions made by consultants helped teachers to see how revealing meeting parents and understanding a child's home background can be.
8. Advice by supervisors and demonstrations by supervisors helped teachers learn to give pre-tests and to choose materials to fit individual needs of students. Giving group and individual inventories provided invaluable training as teachers learned more about testing.
9. After being motivated by supervisors to have a cheerful and attractive room, most teachers saw how much this adds to the general classroom atmosphere. Teachers were surprised at and encouraged by their endeavors and by the creative work of others.

10. Small classes, freedom to experiment, a variety of materials, sharing ideas through discussions and mimeographed handouts aided teachers in learning new teaching strategies.
11. Several teachers had an opportunity to experiment with team teaching.
12. Sessions with Mrs. Matthews and Mrs. Clockler, librarians, gave teachers invaluable aid in making audio-visual aids and in building a resource unit through the use of an index card file.
13. Some teachers began to stand up and come into contact with students as they taught, especially when being video-taped.
14. Small classes gave teachers self-confidence in handling discipline problems.
15. Some teachers began to exhibit showmanship and became more creative and enthusiastic teachers.

Specific Needs for Further Improvement:

1. Further phonetic training.
2. More experience in grouping and in determining reading levels.
3. A few teachers need to become more dynamic, creative, and enthusiastic.
4. A few teachers failed to take advantage of materials offered.
5. Further need for all teachers to follow good and varied teaching procedures and techniques.

Describe Some Different Strategies, Innovations or Activities Used in the Program School:

1. Field trip to see The Liberty Tree, an outdoor historical drama.
2. Role playing - to develop better attitudes and healthier self-concepts of students.
3. Video-taping - provided encouragement for teachers and students to do their best.
4. Team teaching.
5. Teacher made materials - reading pacers, a flannel board, charts, games, tapes, transparencies.
6. The use of homemade cookies to make free reading time more fun.
7. Interest center consisting of paperback books, magazines, newspapers, and reading-related games.
8. Use of games to teach reading skills.
9. Open-end stories - give insight into a student's self-concept as well as provide practice in written and oral language.
10. Learning to use an index card file to build a resource unit.
11. Encouraging reading for recreation, not for testing or reporting purposes.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program can be a Carry-Over and can be Reflected in the Improvement of This District's Instructional Program:

1. Having informal meetings of small groups of teachers to discuss strategies and to share ideas and materials.
2. Demonstrating to all teachers how to give group and informal inventories and teach them to determine reading levels.
3. Encouraging experimentation.
4. Encouraging the use of inter-class grouping.

5. Having teachers who worked in the program to serve as an example to others, particularly first year teachers, in following good teaching strategies, using showmanship, making an assignment and teaching a lesson properly, introducing a film and having follow-up activities, using machines and other audio-visual aids, using teachers' guides and manuals effectively, using teacher-prepared visuals.
6. Stressing the need to understand individual needs and differences.
   A. A healthy self-concept
   B. Rapport between teacher and student
   C. Realization of problems of the reluctant learner and the child from a culturally deprived home
   D. Motivation of underachievers
7. Stressing importance of having good student discipline.

EVALUATIVE SUMMARY

As a relatively young and inexperienced teacher, working as a supervisor has done much to improve my own self-concept. Before participating in this program, I felt that I was one of those first year teachers one often reads about. I could be seen, but I should not speak out too often because I had little of value to offer others. I was challenged by working closely with the experienced and capable teachers who served as supervisors. I learned a great deal from them, but throughout the summer I also felt that my ideas and opinions were of consequence to them.

In preparing to purchase and to provide meaningful materials for teacher use and training, I was forced to do much study and to explore many varied sources of information and types of materials. It would probably have taken me at least five normal teaching years to have gathered all this information. For all of the above reasons, I am especially grateful to the program and those connected with it.

Any project is only as good as its leadership and I feel that the success of this program was due mainly to the efforts of our director, Mrs. Newman. She was amazing to watch. I do not understand how she was able to co-ordinate the programs in sixteen schools, to attend to the administrative aspects involved, and then to be courageous enough to attempt video-taping. While doing all of this, she still found the time to hear individual problems and offer suggestions. Her organization, initiative, creativity, and enthusiasm are to be commended.

Mr. Sanders was the stabilizer of the group. As assistant project director and quickly converted video-tape director, his calmness, efficiency and ability clearly were respected by all.

I personally enjoyed the close working association that I had with Beth Bridges, the second Reading and English supervisor. Her ability is superior, her enthusiasm is contagious, and her patience is unbounding. I feel that this unintentional paring of supervisors was one of the most helpful aspects of the program. By working together we were able to prepare better materials for our teachers, to plan more interesting supervisor-teacher sessions, and were able to give teachers more individual help in eliminating "weak spots" in their teaching and in helping them diagnose student weaknesses.

The small group training sessions in the use of audio-visual materials conducted by Mary Matthews were much more effective and beneficial than our mass meetings of last year. Actual lab practice in making visual aids under the watchful eye of Mrs. Matthews helped teachers to prepare materials for use with their classes. The teachers at Brookland-Cayce Junior High were further aided by Mrs. Cleckler, librarian at that school, who was working with a Title I program and who somehow found time to work with us too.

The consultants, Dr. Berg, Dr. Haven, Dr. Cowles, and Miss Nelson, did much to initiate and to stimulate teacher thinking at the beginning of the program. Their pointed talks introduced the teachers to many of the concepts and strategies which are used in teaching reading. Especially interesting was Dr. Berg's session on student testing. An actual student was tested and the demonstration showed clearly the teacher the necessary procedures to use in determining reading levels and specific weaknesses. Also very informative were talks on understanding the importance of and helping a child to develop a healthy self-concept.

The teachers worked very hard to provide an atmosphere in which the student would enjoy learning. Many of our secondary students were reluctant to be in summer school and certainly had a distaste for reading. This was the general attitude that the teachers sought to overcome and largely because of their efforts students actually began to enjoy the program. Many students expressed a regret at seeing the program coming to an end. With smaller classes the teachers were freer and felt more inclined to try new ideas and a variety of materials.

The parent conferences afforded the greatest praise of our efforts. During this time many parents who had never been in our schools came and freely advised and were advised on the strengths and weaknesses of their children. Recommendations given by teachers were considered both practical and worthwhile. The response in sheer numbers was gratifying, but to find as many genuinely concerned and helpful parents was rewarding. We tried to make the parent feel that he, as well as his child, was important to us. Parents were invited to attend The Liberty Tree with our group of students and teachers and again the response was overwhelming. This close contact between parent and teacher is an area that has been neglected in our district's secondary schools because of the great number of students. This summer program was a step in the right direction.

Much new ground was covered during our second summer; however, it was difficult not to have some repetition for those teachers who had previously participated in the program. Those continuing teachers who had to sit through explanations and films for a second time were probably discouraged. In the future program some further provisions should be made for these teachers so that they will not lose their initial enthusiasm. Perhaps a supervisor could be assigned to work solely with our groups of returning teachers.

Although the consultants of the first week provided much needed information, I felt that an additional day should have been used for teachers to meet with their supervisors to preview and to experiment with unfamiliar materials. Time was needed for those teachers not assigned to R. H. Fulmer to return to their schools and prepare for the arrival of students. Better provisions should have been made for teachers to preview films to be used with their classes.

Because of the many challenges and opportunities to use varied materials and methods offered this summer, I feel that the teachers will be able to perform their work this fall with greater ease and more self-confidence. The availability of the materials will enable teachers to plan and use different teaching strategies. Many of the ideas gained from the program will be carried into the classroom. Hopefully, all students of the Brookland-Cayce school system will be the continued beneficiaries of the combined efforts of the many people who contributed to the success of this summer teacher-training program.

Linda Stewart
Brookland-Cayce High School

EVALUATIVE SUMMARY

Not until I began to think about evaluating the summer reading program did I realize its true value and the benefits to be reaped from it in succeeding school terms and summer sessions. Having to evaluate serves as reinforcement of learning as I attempt to objectively determine both the good points and the weak points of the program.

Lectures by Dr. Haven and Dr. Cowles gave insight into the relationship of the total child and all his experiences to his ability and desire to learn reading skills. I fully realized for the first time how important it is for each child to have a healthy self-concept. Demonstrations by Dr. Berg and informal discussions with Miss Nelson gave concrete and practical testing and teaching methods to be used in the classroom. Several teachers stated that Dr. Berg's demonstration of how to test a student was the most valuable part of the sessions with consultants.

As helpful as the information given by consultants was, I found that I learned much more from working with our director and by sharing ideas with other supervisors. Mrs. Newman's inspirational guidance provided motivation for me to do my very best to make the program a success. She was never too busy to stop and answer my many questions and to help me find a solution to problems that arose on several occasions. Her sense of humor lightened many situations that threatened to become frustrating.

Many ideas and strategies were gained by working closely with other supervisors on the secondary level. I felt that we truly worked as a team in preparing handouts, in making schedules, and in planning teacher-training sessions. In our situation we found that five heads were certainly better than one, and I feel that lasting friendships were formed as we worked together.

I was indeed fortunate to be able to work with Mrs. Stewart, who was high school reading and English supervisor. Working so closely with a knowledgeable and capable person in my field gave me an opportunity to discuss and share personal ideas and theories about the teaching of language arts. I believe that together we were able to make and carry out plans that neither of us could have managed alone.

I have only one suggestion to make concerning supervisors' meetings. On several occassions I felt that I was wasting time by sitting in a meeting when problems and ideas concerning only elementary teachers were being discussed. I am sure that elementary teachers had the same feeling when the tables were turned. Realizing that it is necessary to meet as an entire group many times, I would like to suggest that separate meetings for elementary and secondary teachers be provided as often as possible.

I appreciated the many afternoons when we were given time to word individually. Without this time, I don't think I would have been able to make adequate preparation for teacher-training sessions.

Mrs. Matthews' lessons on preparing transparencies, laminating pictures, and building resource units were beneficial to both teachers and supervisors. As one teacher wrote, "She opened a whole new world of teaching to me." I only wish that more time could have been provided for us to work with Mrs. Matthews.

I felt that more time was needed at the beginning of the program for supervisors to work with teachers. Several teachers indicated to me that they needed more training, particularly in phonetic principles and in giving group and individual inventories, before they began to teach. The majority of these teachers had had no prior training in the teaching of reading, and one day did not give sufficient time to provide them with an adequate knowledge of the reading process before going into the classroom.

Many of the teachers said they learned more in informal, small group meetings than in any other part of the program. One suggestion might be to have only supervisors attend some of the lectures by consultants and then to share knowledge gained with their teachers. However, I strongly feel that teachers need to be actively involved in most meetings with consultants. Not often do we have the opportunity to learn from people who have such practical suggestions to make.

Being allowed to choose and order my own materials forced me to devote many hours to self-study and to the search for innovative materials. I can think of no other way in which I could have gained the knowledge of publishers and publications I now feel I have. I also realize more fully how important it is to be constantly aware of what is happening in the publishing world. I made mistakes in ordering materials - some books, workbooks, labs, etc., have not proven to be valuable - but I think I have a much better idea now of what I want and feel is needed when I begin to search for materials.

We did not find enough time this summer for teachers and supervisors to preview films before showing them to classes. One problem in doing this was that our teachers were working in three different schools, and we were trying to cut down on the amount of traveling we asked them to do. If at all possible, it would be good to have all secondary teachers housed under one roof and transportation provided for students. Not only would this provide for the more efficient use of films, but it would also give supervisors more time to work with teachers. I found it difficult to be in three places at one time.

Video-taping served as a motivational device for both teachers and students. Mr. Sanders, assistant director, is to be commended for his outstanding work in this field.

While being filmed, one teacher quit teaching from behind a desk and began exhibiting showmanship. Several boys who knew they were going to be seen on t. v. got haircuts. No one had been able to convince them they needed haircuts before.

A field trip to see an outdoor, historical drama was enjoyed by students, teachers, and parents. It was gratifying to watch students become enthralled by such a performance. It was also rewarding to see how willing parents were to contribute their time to help. This is a resource we as teachers need to explore more fully.

As a conclusion, I would like to share a poem written by the husband of one of the English teachers who participated in the program.

Beth Bridges
R. H. Fulmer Junior High

TITLE III - LAKEVIEW

Title III came to me
  It helped to set me free.
Free from using ain't and "wuz",
  Free from laziness and saying "cuz".

Free to find the answer to "why"?
  And to study long "e" and short "i".
Free to join the "reading march"
  And to wear dresses with no starch.

Free from the hard disciplined rule,
  By the principal in regular school.
Free to make learning so much fun
  Because one hour flies and runs.

Free to witness people, white and black,
  Learn from a common book Word Attack.
Free to learn, grow, to work and see
  My black brothers on classroom T. V.

This is but part of the final hope,
  But at least it has moved from the slope,
I hope that all will learn to live and see
  Love and education win the victory.

--J. Rice

EVALUATION BY SUPERVISOR

Name of School: R. H. Fulmer Junior High School

Supervisor: Tootsie Crouch

Subject Area: Science

Number of Teachers in Training: 5

Number of Students Enrolled: 52

Type of Pre-testing Instruments Used for Teachers: Dr. Aaron's Phonics Test

Pre-testing Results: (See Chart Below)

Type of Post-testing Instruments Used for Teachers: Dr. Aaron's Phonics Test
Brookland-Cayce Teacher-Training Phonics Test

Post-testing Results: (See Chart Below)

TEACHER TESTING RESULTS

Pre-testing				Post-testing				
No. teachers	Possible Correct	Score	%	No. teachers	Possible Correct	Score	%	Improvement
5	300	211	70%	5	300	261	87%	17%

Describe Methods of Inventory of Students' Needs at Beginning of Session:
"Something About You" Questionnaire
Reading and Study Skills Questionnaire
Basic Reading Skills Survey
Dr. Aaron's Phonics Test
Individual Reading Inventory

Pre-testing and Post-testing Results: (See Chart Below)

Describe Methods of Check of Progress at Close of Session: Dr. Aaron's Phonics.

STUDENT TESTING RESULTS

Pre-testing				Post-testing				
No. tested	Possible Correct	Score	%	No. tested	Possible Correct	Score	%	Improvement
Class A-5	165	86	52%	4	132	86	65%	13%
Class B-5	165	71	43%	5	165	90	55%	12%
Class C-5	165	98	59%	5	165	114	69%	10%
Class D-12	396	170	43%	11	363	203	56%	13%
Class E-8	264	130	49%	5	165	91	55%	6%

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

The objective uppermost in my mind in the beginning of the program was three-fold:

- to show the relevancy of the reading skills to the science content area at the secondary level
- to motivate the teachers to carry over the teaching of these skills into the regular school year
- to show that the inclusion of teaching reading can in the long run facilitate science teaching and make it more meaningful to the student

These were presented to the teachers in the following specific areas:

- specific attitudes and skills needed by teacher and student
- use of reading skills in teaching science
- vocabulary development in science
- improvement of study habits

Tell How You Carried Out These Objectives:

Science skills and attitudes needed by students were outlined and reviewed with the teachers. Through the use of professional references sources, attention was focused on the skills and attitudes needed by the teacher to implement these for the student in the classroom.

Teachers were shown the need to establish the strengths and weaknesses of the student as they pertained to reading in general and then transfer this to specifics in science. Films were used to acquaint teachers with some methods, for example, in vocabulary development.

Materials were provided that were related to the teaching of reading skills in general and in science content. Teachers were given ample time to acquaint themselves with this material. They were encouraged to use a variety of materials and approaches with the students. Regular checking was maintained with teachers about pupil progress and about any particular problems they may have encountered.

Two sessions were held with Mary Matthews in the library on preparation of materials and on use of resource material available.

Describe General Weaknesses of Instructional Program or Need for Improvement in Techniques of Instruction:

Teachers did not use their time to good advantage. There was a very good supply of material available, but teachers did not feel the need to really make good use of the time allotted; this could have been time well spent in becoming acquainted with methods of using these materials.

There was a lack of enthusiasm I felt on the part of most of the teachers as to the value of the reading skills in the secondary level. The interest in group discussion of materials and methods was not as high as it could have been. This was associated at first, I think, with the method of arriving at the strengths and weaknesses of the students in reading.

Describe Evidence of General Improvement:

Much more interest was shown in the last week of the program. Teachers had ideas about materials that they wanted to have and use in the regular school term.

In one case, there was much joy over improvement of students in the area of phonics. This helped, I feel, to encourage and motivate the teacher in using reading techniques in the next school year.

Cooperation of the teachers seemed to improve as the program progressed. They seemed to be genuinely interested in the video-taping and put in the necessary planning and effort.

Not much improvement was shown in teacher interest in reading in content field. This will have to be accomplished from carry-over by teachers from Title III. There was some improvement in-so-far as departmental cooperation.

Areas in Which There is Further Need of Improvement:

There is need for improvement in the area of carry-over to the teachers that those in the summer program will be working with in the future. Their interest and enthusiasm need to be strong to impart this and actually implement this in their schools. Teachers need to see the value of wise use of time at school; also of inter-departmental work. We need to be constantly aware of the need of upgrading our methods.

Specific Weaknesses Noted of Teachers Which You Considered as a Need for Improvement:

Organizational Weaknesses Noted: meeting deadlines, reading memos carefully, failure to make room surroundings attractive at the very beginning, not being on time to class.

Teacher Methods Noted: "sit-down" teaching (not being on their feet), absence from class during class time, making proper assignments, improper introduction of film and follow-up.

Describe Improvement Shown by Teachers and How This Was Brought About:

Materials were taken to the teacher. These were covered with the teacher as to use and the area of skills that they applied.

Demonstration of the right way to introduce a film. Introduction and follow-up was held with the entire group of teachers and students. A check was made with the students to see if they came prepared to take notes on the film.

Discussions were carried on as to methods and exchange of ideas among teachers was encouraged.

Improvement was shown in film introduction and follow-up.

Interest in improving methods in applying skills was shown by the use of the materials with students.

Specific Needs for Further Improvement:

Some improvement is still needed on meeting deadlines and wise use of class time.

Describe Some Different Strategies, Innovations or Activities Used in the Program in Your School:

One teacher set up a photographic dark room in which pictures were developed. This was used as a motivational device to make the student want to read. For enrichment, tinting of black and white pictures was done.

A plan card for student self-evaluation was used by another teacher. The student kept a record of work and errors. The reason for making errors was also recorded.

Name cards were used in one class as a get acquainted device in the beginning of the program. This was also used as a method of telling students which group they were to work in on occasion.

An interest bulletin board was used by one teacher. Students were asked to cut pictures of interest from a magazine and later to provide a caption for the pictures selected. This helped give an insight into the likes and personality of the student.

Video-taping was used to record the use of transparencies as an audio-visual aid; the photography dark room situation and the use of science labs as instructional materials.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program can be a Carry-over and Can be Reflected in the Improvement of This District's Instructional Program:

By encouraging teachers that are enthused over the program to carry back to fellow teachers the concept of using reading in all areas of secondary teaching to develop more effective and meaningful teaching.

Through in-service sessions to acquaint teachers with materials and how these can actually be used in the classroom. The video-tapes made could be an invaluable aid in accomplishing this. They could be used as "how to" examples because they were ideas actually put in practice during the program.

Through improvement of teacher methods hopefully students are improved in needed areas thereby resulting in better educated citizens of tomorrow.

EVALUATIVE SUMMARY

This program was a marvelous training program for me as a teacher. In observing other teachers this has served to point out pro's and con's of some often used methods in the classroom. This has helped me improve my concept of teacher methods-it has helped me see the areas in which I needed improvement. Most important, also, it has given me some valuable aids and tools to help accomplish these methods. This will help me to feel more confident in the classroom.

Cooperation among secondary supervisors was very good. They were cooperative and group work was effective. The reading and English supervisors were ready with guidance and advice on reading skills methods when needed.

The use of consultants was much better this year than last. Most of the teachers I talked with said this year was much more beneficial in working with their students. At the beginning of the program next year, if possible, more time could be spent for orientation of teachers. This would allow for review of methods and establishing of program aims and goals.

If possible, it would be better to have all teachers housed in one or two schools. Closer supervision and guidance could be given. Distribution of materials and consultation with teachers would be more effective. Since this is primarily a teacher training program, the program should choose the teachers, not the teachers choose the program.

The sessions in the library with Mary Matthews were one of the highlights of the program. They were informative, well-organized, effective and enjoyable. Both the materials and resource units were practical in nature and gave much that the teacher could use to help to improve classroom instruction.

The assistant director, Mr. Sanders, did a marvelous job with the materials orders and video-taping. We could not have asked for a more pleasant, cooperative, and patient assistant.

The program director, Mrs. Newman, was an excellent organizer. In addition to this, she was always ready with guidance, encouragement and a word of praise when due. Her enthusiasm was certainly catching, and this certainly served to boost spirits many times. There is so much in this program to encourage and inspire a teacher to be a teacher of reading.

Tootsie Crouch
R. H. Fulmer Junior High

EVALUATION BY SUPERVISOR

Content Area: Social Studies

Name of School: R. H. Fulmer Junior High School

Supervisor: D. F. Ackerman

Subject Area: Secondary - Social Studies

Number of Teachers in Training: 5

Number of Students Enrolled: 43

Type of Pre-testing Instruments Used for Teachers: Dr. Aaron's Phonics Test

Type of Post-testing Instruments Used for Teachers: Dr. Aaron's Phonics Test, Brookland-Cayce Teacher Training Phonics.

Pre-testing and Post-testing Results: (See Chart Below)

TEACHER TESTING RESULTS

Pre-testing				Post-testing				
No. tested	Possible Correct	Score	%	No. tested	Possible Correct	Score	%	Improvement
5	300	173	57%	5	300	244	81%	24%

Describe Methods of Inventory of Students' Needs at Beginning of Session:

The students were given a Basic Reading Skills Test which consisted of two tests. Test number one included word meaning and sentence meaning. Test number two included such items as word analysis, dictionary use, and general interpretive power. These tests revealed the students' knowledge of vowels, consonants, etc. A questionnaire, "Something About You," was given in order to obtain information of the students' likes and dislikes. An informal reading inventory, an individual reading inventory and an informal class inventory were also administered.

Describe Methods of Check of Progress at Close of Session:
Dr. Aaron's Phonics Test was administered at the close of the session.

Pre-testing and Post-testing Results: (See Chart Below)

Pre-testing				Post-testing				
No. tested	Possible Correct	Score	%	No. tested	Possible Correct	Score	%	Improvement
Class A-5	165	79	48%	3	99	74	75%	27%
Class B-11	363	228	63%	10	330	226	68%	5%
Class C-7	231	145	63%	6	198	154	78%	15%
Class D-4	142	48	34%	4	142	72	51%	17%
Class E-9	297	109	37%	6	198	103	52%	15%

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

My objectives in relation to work and training of teachers were:

1. to show the relevancy of reading skills to the social studies field.
2. to motivate the teacher in such a manner that she will want to learn.
3. to show the importance of teaching these skills in the program of the regular school year.
4. to encourage the teachers receiving this training to share with other teachers their "know how" and information concerning new materials.

Tell How You Carried Out These Objectives:

The objectives of the program were carried out by supervisor-teacher meetings and visiting and talking with each teacher in her classroom. I also arranged for special meetings with the librarian, and special films were shown. Additional material was at their disposal for self-instruction. Special material was typed and placed at their disposal for use in the classroom. This material came from such books as Effective Reading in Social Studies.

Describe General Weaknesses of the Unstructional Program and Need for Improvement in Techniques of Instruction:

The buildings left much to be desired in a number of schools. Rooms were dark and the general atmosphere of the school was depressing. This made it hard for the teacher to motivate her students.

There was a definite lack of interest shown by some of the parents. Some students did not attend class on a regular basis.

During the school term there is a shortage of good materials at all levels.

Only one textbook is used during the school term. Teachers don't use audio-visual material as much as they should.

Describe Evidence of General Improvement:

There were evidences of general improvement in class attendance after talking with the parents.

Even though the buildings are old and are being renovated, they still are depressing in appearance.

Classroom procedures improved after discussing this problem in a group meeting. Methods of instruction improved throughout the program.

Areas in Which There is Further Need of Improvement:

1. Additional training of teachers in reading in their field.
2. Provide more flexible grouping within the classroom.
3. Plan more ways to approach the teaching of reading in social studies.

Specific Weaknesses Noted of Teachers Which You Considered as a Need for Improvement:

1. Teachers did not give the students the total benefit of her class time.
2. General classroom procedures of the teacher need improvement - such as a teacher sitting down all period, making assignments, reviewing films with the students, etc.
3. Teachers wasted valuable time at school - time in which they could have engaged in self-instruction.
4. Teachers showed a general lack of interest in the classroom.
5. There was a lack of willingness to travel between the schools for training.

Describe Improvement Shown by Teachers and How This Was Brought About:

One teacher learned to be more patient with slow learners - this was due to the small class. Most teachers saw the value of small group and individual teaching situations.

There was definite improvement in classroom procedures after discussing this in a general meeting.

Improvement was shown in the use of new material and teacher-made material as shown by the number on display.

The teacher had a more informal relationship with the student due to the small classes. The teacher talked with and taught the student on his level. This tended to motivate the student.

Specific Needs For Further Improvement:

Teachers need a better knowledge of the teaching of reading and how it can be used in all subject fields - especially their own field.

Teachers should be given credit for this work.

Describe Some Different Strategies, Innovations or Activities Used in the Program in Your School:

The Cyclo-teacher, which is a multi-leveled program was used with success. This program allows the student to work at his own rate of speed with high interest material. This program was put out by the World Book Encyclopedia and is used mainly on an individual basis.

The Vocabulab was also used. This program is produced by Science Research Associates, Incorporated. This program can be used in several ways. One way, is to use the Explorawheel, a device which allows the student to make up words from roots, prefixes, and suffixes. The teacher may ask for a word with a certain number of letters, give the meaning or root word and the students turn the Explorawheel until the word appears.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program Can be a Carry-over and Can be Reflected in the Improvement of This District's Instructional Program:

I believe the teacher should be better equipped to teach during the regular school term, in so far as her field is concerned and also a better teacher of reading. The teacher has been in contact with new materials and will be able to expose them to other members of the faculty. Materials used in the summer program can be used during the regular year. Teacher knowledge of certain students could be carried over to the regular term.

EVALUATIVE SUMMARY

The program was well organized and provided excellent opportunities and training for the student and teacher.

An ample supply of material was provided for the classroom and teacher. The materials, textbooks, aids, etc. were varied and enabled the teacher to work effectively with each student in the group regardless of his reading level. Because of the supply of materials, many new materials will be placed in the schools through this program.

The program provided an opportunity for the teachers to discuss and exchange ideas found to be successful in their classroom. I believe this created an interest for the coming school year.

I believe the strong point of the program was that the teachers were able to work with students and apply what they learned in an actual classroom situation.

The reading program was a practical laboratory. Teachers learned about and used many materials and techniques that can be used during the coming school year.

D. F. Ackerman
R. H. Fulmer Junior High

EVALUATION BY SUPERVISOR

Name of School: Brookland-Cayce Junior High

Supervisor: Barbara S. Banks

Subject Area: Mathematics

Number of Teachers in Training: 5

Number of Students Enrolled: 44

Type of Pre-testing Instruments Used for Teachers: Dr. Aaron's Phonics Test

Type of Post-testing Instruments Used for Teachers: Dr. Aaron's Phonics Test, Brookland-Cayce Schools Teacher Training Phonics Test

Pre-testing and Post-testing Results: (See Chart Below)

Pre-testing				Post-testing				
No. tested	Possible Correct	Score	%	No. tested	Possible Correct	Score	%	Improvement
4	240	149	62%	5	300	261	87%	25%

Describe Methods of Inventory of Students' Needs at Beginning of Session:

Dr. Aaron's Phonics Test was given to determine the instruction needed in basic phonetic skills.
Basic Reading Skills Test is a survey test we used to determine instruction in word analysis, comprehension skills, and dictionary skills.
Something About You and Reading and Study Skills Questionnaire were both used to determine the personal habits and interests of the students.

Describe Methods of Check of Progress at Close of Session:

Dr. Aaron's Phonics Test was given to determine the amount of progress made by the students throughout the program.

Pre-testing and Post-testing Results: (See Chart at Top of Next Page)

Pre-testing				Post-testing				
No. tested	Possible Correct	Score	%	No. tested	Possible Correct	Score	%	Improvement
Class A-9	297	183	62%	9	297	222	75%	13%
Class B-9	297	154	52%	8	264	192	73%	21%
Class C-8	264	187	71%	8	264	181	69%	- 2%
Class D-10	330	166	50%	8	264	153	58%	8%
Class E-8	264	144	55%	8	264	217	82%	27%

List Your Objectives in Relation to Work and Training of Teachers Under Your Supervision:

While working in the reading program last year I became aware of the teachers' responsibility in certain areas. This year I have used the following areas as objectives in teacher instruction:

1. Reading is very important in the field of mathematics. The math teacher has the responsibility of teaching the students to read the mathematics textbook, word problems and reference materials.
2. The math teacher should be aware that the first step in improving instruction in mathematics is to clear up vocabulary difficulties.
3. Teaching of the study skills will improve the efficiency in studying math.
4. Provide teachers with new ideas and methods of instruction.
5. Encourage the teacher to use different enrichment materials as source of enjoyment.
6. Encourage the teachers to develop an interest in professional organizations. This also may include professional books, journals and other materials that they may use to improve their instruction in the classroom.

Tell How You Carried Out These Objectives:

In my sessions I stressed that the math teacher does not have the responsibility for teaching the basic reading skills, but rather that he is concerned with these skills as they are directly related to mathematics.

1. Sessions were spent stressing the importance of special reading skills and abilities which are needed in working with mathematics. The nature of the mathematics text requires special skills in reading. The text is more involved and intricate than in other fields. Perhaps this is due to the fact that there are more meanings found in a single sentence in a math text. After discussing and learning the special skills needed I emphasized the importance of using and teaching these in the classroom in both the summer and regular terms

2. By using Word Attack and other materials the teachers have learned some of the methods of teaching vocabulary that would improve the understanding of mathematical terms:
   a. Phonics used in teaching pronunciation of special terms.
   b. Context clues provided help in understanding of the specialized words met only in mathematics such as equilateral, equation, equi-angular, quadrilateral, polynomial, binomial and others.
3. In some of my teacher sessions I discussed the importance of the study skills as applied to mathematics. Time was also spent on discussing motivation. We used sections from Successful Devices in Teaching the Study Habits and other books in these meetings.
4. My teachers had sessions with Mrs. Mary Matthews and Mrs. Sue Cleckler in using audio-visual aids and other materials the teachers have available. Teachers also shared ideas, methods and other helpful hints. 200 Successful Visual Aids and Teaching Aids in Elementary Mathematics were used by the teachers. Teachers were encouraged and guided in planning and creating new and varied activities.
5. A variety of materials was provided for making math fun to the students. Books and pamphlets on enrichment in mathematics that have a big variety of puzzles, crossnumber puzzles, jokes and riddles were used by the teachers.
6. Discussions on professional organizations such as the National Council of Mathematics and International Reading Association were held. The value of the journals and publications put out by these organizations was also stressed.

Describe General Weaknesses of the Instructional Program and Needs for Improvement in Techniques of Instruction:

1. Lack of enthusiasm of some teachers is a handicap in the classroom.
2. Using the same boring methods of instruction instead of trying different ideas and methods in the classroom.
3. Teachers fail to read memos and turn in reports on time.
4. Also in some cases a teacher sits behind the desk and lectures all class time.
5. I do feel that providing proper materials and textbooks for the low-average and slow students is one of the major weaknesses. Often the textbooks used in these classes are too hard for the students.
6. Some teachers use test scores for grades only, instead of a look to determine if the students understand a unit of study. Teachers do not always realize that low scores mean that reteaching and further work is needed.

Describe Evidence of General Improvement:

The enthusiasm of the teachers is one of the improvements noted. The use of new methods and ideas is another general improvement. The teachers are aware of finding and using the textbook and materials needed to fit a class.

Areas in Which There is Further Need of Improvement:

There is a definite need for some method in helping new teachers that seek help and advice in teaching. New teachers often ask for ideas and are told that you have to learn your method of teaching. While this is true, we do not need to turn our backs on these teachers. There must be some way we can be of help to them in offering suggestions. They should be allowed to observe some master teachers. Then follow-up sessions in methods and materials should be held to help improve their methods.

Specific Weaknesses Noted of Teachers Which You Considered as a Need for Improvement:

Some of the weaknesses in the instructional program in mathematics are:

1. Teachers do not realize most of the difficulties that students have in this field result from their inability to use the special skills that are necessary in the efficient reading of mathematics.
2. In some cases teachers overlook the importance of teaching the vocabulary sufficiently. These terms are mentioned but not explained and taught.
3. Teachers do not always take time to give a good introduction and explanation of a math assignment. They simply assign page 60.
4. Teachers do not always know of the available materials and teaching aids in their schools.
5. Math is often found by students to be boring and uninteresting. Lack of enthusiasm and neglect of use of varied methods and materials by teachers bring on this attitude.

Describe Improvement Shown by Teachers and How This Was Brought About:

The teachers under my supervision were extremely interested in learning the part they could play in teaching the students to read in mathematics. Three teachers were completely unaware of the importance of the reading skills in mathematics. Two of my teachers participated in the reading program last summer, but each of them felt that the second summer of training was going to make a greater impact in using the ideas and methods in their teaching field.

Most of my teachers were pleased to learn new and varied methods in teaching the math vocabulary. My teachers were very interested in the sessions on audio-visual materials and aids. They were also pleased with materials provided in making teaching aids. They used many new ideas and teacher-made aids this summer.

Much enthusiasm and interest was shown in the varied enrichment materials I provided for their use. Their students seemed truly to enjoy their math classes, many for the first time.

Several teachers found that crossnumber puzzles provided an excellent way to teach and review the math vocabulary as well as the basic arithmetic skills. The students responded to these crossnumber puzzles and really gained in the vocabulary and arithmetic skills because of these puzzles.

I feel it is necessary to mention at this time the important role the consultants and the teacher sessions played in stimulating and motivating the teachers in the use of these materials.

Specific Needs for Further Improvement:

I feel that reaching more teachers in mathematics is the biggest need for improvement. However, I feel that the enthusiasm of the teachers that participated in the program will have a definite effect on other teachers in the regular school program.

Describe Some Different Strategies, Innovations or Activities Used in The Program in Your School:

In the math classroom the stress on reading itself was a different strategy. Some parents and students commented, "I thought I was taking math." However, as the program progressed the students began to see that reading the math text and word problems was one of their big problems. At this point they responded well.

The materials in mathematics in most schools are more limited than in other fields. We tried programmed material in Arithmetic Fundamentals and Contemporary Mathematics. These programmed kits are called Lessons For Self Instruction by California Test Bureau. The teachers using these materials had never used programmed material previously. They liked this particular programmed material because of the organization. One of the biggest features of this teaching device was that when an answer is given the student is given an explanation on why it is correct or incorrect. If the answer is incorrect he is given additional information before he proceeds.

Teaching a unit on critical thinking from a Mathematical Reasoning text was one of our satisfying innovations. All discussion units are designed to develop the students' critical thinking abilities. The students expressed enthusiasm in using this material and enjoyed it so much that they carried it home and discussed it with the parents. This was mentioned in several parent conferences.

We found that one of the highlights in our summer program was team teaching. Team teaching provides an excellent opportunity for group and individual study. Through this approach it was also found that the teachers could direct the students toward independent study. The teachers were so enthusiastic over this method of teaching they hated to see the summer program end.

Give Ways in Which You Think the Summer Sessions of This Teacher Training Program can be a Carry-over and can be Reflected in the Improvement of This District's Instructional Program:

The good attitudes and enthusiasm of the teachers participating in the program this summer I believe will arouse an interest. Seeing the teachers using the materials should be another advantage in creating an interest in other teachers. I feel that the ideas and methods will be an introduction. A teacher always likes to see everyday practical ideas put into use. If this can be done, then some well planned and interesting training sessions should be more interesting and beneficial in training the teachers in the methods and application they are seeing put into use around them.

EVALUATIVE SUMMARY

Being a supervisor in this summer's reading program has been a highlight in my teaching career. Although I participated in the program last summer, I have gained a much greater insight in teaching reading in the field of mathematics this summer.

The search, study and ordering of materials has been a valuable experience. I am aware of so many materials and aids that I did not even know existed previously.

Working with the other supervisors has provided an invaluable learning session for me. Everyone worked together to help each other in any was possible.

The director and assistant director were excellent organizers. Without this type of leadership the program would not have been the success it was.

Several big improvements were made this second summer. The consultants provided a great amount of practical and down to earth information. Dr. Haven impressed upon us the idea of teachers using their own hobbies and talents in teaching. Dr. Borg provided many practical methods of reading instruction and testing. Dr. Cowles talks on a student's self-concept in relation to learning opened a new door for me. I have read and have become highly interested in the self-concept. Miss Nelson made an impression on both my teachers and myself in discussing the development of reasoning in students. This is an area of special interest to math teachers.

At this point I should like to mention that the above ideas and observations were brought to my attention by remarks made by my teachers during discussions of various topics. They were very pertinent and I was very pleased with the attitudes and observations of my teachers.

In my opinion, as well as that of my teachers, the major weakness of the summer program was that an insufficient amount of time was provided for teacher-supervisor sessions. Specifically, I felt that at least 3 days were needed instead of the one day set aside for pre-student preparation.

I did not have any problems with teachers wasting time, being absent, being out of rooms unnecessarily. All of my reports, attendanceforms and evaluation forms were turned in on time. These teachers also followed directions given on memos. I feel that this in itself is a good reflection of interest and enthusiasm in the program.

Barbara S. Banks
B. C. Junior High School